The Outlook

SEPTEMBER 11, 1918

Offices, 381 Fourth Avenue, New York

WAR ACTION THAT WILL HELP US WIN

"Out to Win" is the title of Coningsby Dawson's new book. It is the motive and motto of radical and thoroughgoing measures just put into activity by Congress, the Administration, and the people.

"We solemnly purpose a decisive victory," says President Wilson in his admirable proclamation of the new Man Power Bill, signed by him on August 31. The calmness and cheerfulness with which the measure has been received, almost as a matter of course, fully bears out the President when he adds: "By the men of the older group now called on the opportunity now opened to them will be accepted with the calm resolution of those who realize to the full the deep and solemn significance of what they do. . . . They know how surely this is the Nation's war, how imperatively it demands the mobilization and massing of all our resources of every kind. They will regard this call as the supreme call of their day, and will answer it accordingly."

It is believed that the extension of the age limit to the period long ago traditionally established as that for military service—that is, to include all men between the ages of eighteen and forty-five—will produce a new registry of about twelve and a half millions, to be added to the first registry of nine and a half million men between twenty-one and thirty-one. New York City alone is expected to register a million men. All must register, but by no means all are to fight. The unfit, the alien, the man who has pressing responsibilities to family or the public, and, above all, as the President says, "those who cannot be spared from the civil and industrial tasks at home upon which the success of our armies depends as much as upon the fighting at the front"—these classes will be withheld from the fighting front. All others of the ages indicated must register on Thursday, September 12. This starts the machinery which will assuredly array an army of 4,000,000 Americans against the Hun next summer. And it can be doubled thereafter, if need be.

The draft bill passed with slight change from its original form. The "work or fight" amendment failed, not because it was wrong in principle, but partly because other former legislation gave power to prod industrial slackers, partly because members thought that "anti-strike" industrial legislation did not belong in a draft bill. The educational provision is worded as follows:

> The Secretary of War is authorized to assign to educational institutions for special and technical training soldiers who enter the military service under the provisions of this act in such numbers and under such regulations as he may prescribe; and is authorized to contract with such educational institutions for the subsistence, quarters, and military and academic instruction of such soldiers.

We give the exact Government statement as to its plans in this direction on another page.

THE SENATE VOTES DRY

Another indication of the Nation's fixed purpose to win was seen when the Senate passed the "Bone Dry Amendment" with practically no opposition. War prohibition is a war measure, based not on theory but solely for war efficiency. The only regrettable thing about the law is that it goes into effect on the first day of next July instead of next January. An excellent and practical provision, however, allows the President to establish dry zones about industrial plants, coal mines, and other districts, in his discretion. Like other war legislation, the operation of this Act will extend beyond the war during demobilization, the date to be fixed by the President.

Technically, the "bone dry" situation is this: the measure just passed by the Senate is an amendment to a Food Production Act which has been passed by both branches of Congress, but with a different prohibition amendment in the lower house. It is predicted that the House conferees will accept the Senate amendment in place of its own.

It is an astonishingly hard time for King Booze just now! Apart from the war measure, it is apropos to note that fourteen States have ratified the Federal Prohibition Amendment, and that there are twenty States already dry which are yet to be heard from. Assuming that these will ratify, only two more are needed to swing the Constitution into the prohibition line.

THE WAR AND CHILD LABOR

A proposed war measure (avowedly so, and maintainable only as such) is the Keating Child Labor Bill, now before the House. It would directly prohibit the labor of children under the age of fourteen years at any time and of children between the ages of fourteen and sixteen for more than eight hours a day or at night in mills, factories, canneries, and manufacturing establishments, and of children under sixteen years of age in mines and quarries. These are the standards of the Federal Child Labor Law recently declared unconstitutional by the Supreme Court. The new bill seeks to restore and maintain these standards during the war by direct prohibition under the war power of Congress. There is no question of the authority of Congress to meet the present emergency in this way. The law would remain in force for the duration of the war and six months thereafter. By this means time would be given to draw up a new Federal Child Labor Bill which will meet the test of constitutionality.

The immediate need for a National law is very strongly felt by those who are in close touch with the conditions affecting children. From all over the country reports come in of greatly increased numbers of work permits issued to children during the last few months, of an increase in juvenile delinquency in certain cities, and of illegal employment of children.

"CHUGLESS SUNDAY"

The American people on their first "chugless Sunday" voluntarily and with an astonishing approach to unanimity accepted the request of the Fuel Administrator to refrain from using in pleasure riding the gasoline so much needed for our motor trucks, tanks, and airplanes in France. It was a real sacrifice on the part of those who can use their cars for pleasure only on Sunday, but it was made cheerfully and even gleefully. The few who disregarded the request proved a shining mark for the jeers of the carless populace. Statistics as to increased church attendance are lacking. Rough estimates of the gasoline saved on that one day range from seven to ten million gallons—enough to move a sizable army in France.

The only dissent from this gasoline-saving plan comes from those who desire to make it more rigid by means of gasoline cards issued in accordance with the use made of the cars and limiting the amount to be used in all pleasure travel to fit each case. It is argued that this would work more fairly as between the man of moderate means and the rich man than the Sunday plan, for the man of moderate means often has no leisure to take his family out except on Sunday.

Now let Dr. Garfield take courage from this response of the people and shut down rigorously the use of coal and resulting light for display and non-essentials. The people are not afraid of restriction; they are afraid of unequal distribution, of a repetition of last year's suffering of the poor for lack of fuel, of deficiency in the coal for ships, munitions, and things necessary in civil life. There are too many "ifs" in the coal programme—

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if we don't have too cold weather, and if every one will burn a third less coal, and so on. Meanwhile some dealers have no coal, others seem to have plenty; some consumers are supplied, others who hopefully obeyed Dr. Garfield's "early bird" injunctions last April continue to wonder when the "worm" will appear.

A WEEK OF VICTORIES

The completeness of the Allies' victory on the western front was doubly assured in the week ending September 3 by a long and almost startling list of towns and positions captured or occupied. One by one in quick succession fell, following the pivotal success at Bapaume, Roye, Chaulnes, Combles, Noyon, Bullecourt, Péronne, and literally scores of less well known places. And the success was not only on the Somme front, but both to the north and the south of it. When we remember with what anxiety and depression we all read the news months ago of the capture of Mont Kemmel by the Germans, we can measure the corresponding elation with which its recapture by the British was welcomed last week. The gateway of the road leading toward Calais on the line stretching between Locre and Ypres had been valiantly held despite the German occupation of Mont Kemmel. Now, as one may say, the gate is shut and locked and guarded. Somewhat surprisingly, a division of Americans (Washington authorities think that it is the Twenty-seventh Division) is reported as working with the British in Belgium, and to it is attributed the capture of the town of Voormezeele. This, added to the capture in the southern part of the line by Americans of the town of Juvigny, insures a full share of the honors of the week to American soldiers.

News of the crowning victory of the week came on September 3. Lens, the fortified city which stood like a rock before the old German line and was in vain attacked by the British over and over again last year, has fallen into British hands.

There remains now of the territory occupied by the Germans in their great offensives which started on March 21 only an arid, devastated, worthless stretch of what is practically an exaggerated No Man's Land. Much of this ground has been fought over four times. With the exception of the fortress of Ham, there is not a spot in it that is capable of prolonged defense or that is worth defending by the Germans.

More than that; the British have broken through the famous Drocourt-Quéant line. This is a real penetration into the enemy's old line of defense, and if the hole is extended and Allied armies push through, a serious outflanking of the famous Hindenburg line may result, with the not improbable result of another large-scale retiral by the Germans. Our readers will recall that this noted "switch-line" was a sort of patch put on the northern part of the Hindenburg line when that section of the proposed line of defense running from Arras southeast to Bullecourt was broken through by the British who followed up the Germans so rapidly in the great German withdrawal on the Somme front. Thus the Drocourt-Quéant loop became an integral part of the Hindenburg line, as strong and as firmly held as any other part. The British are now astride of the Arras-Cambrai highway, and this section of the great conflict offers tempting possibilities.

What of the future? It is almost inconceivable that the Germans should plan and execute another great offensive this year. It is far more probable that General Foch will strike on a large scale. Recent and new methods of wire-cutting, of attack by tanks, and of artillery fire have made the defense of trenches and fortified lines less secure than before. The splendid work done by the whippets or light tanks is an illustration of this. More than ever before in this war, it is now army against army and generalship against generalship.

It is difficult at this time to form an accurate idea of the losses either by the enemy or the Allies, but there is good evidence that the Allies' losses have been slight as compared with the enormous extent of the operations carried on. As to the German losses, an indication is given by an official report issued in Paris on September 2 which states that 128,302 men had been captured by the Allies since July 15, together with 2,069 guns and nearly 14,000 machine guns.

One indication that the German power is tottering is seen in the seizure by Spain of one or more German ships as reprisal for the destruction of Spanish ships by submarines. Holland is threatening to take the same course. It is always noticeable that these long-suffering neutrals who have most serious outrages to resent show increasing firmness against German tyranny whenever the military star of the Allies is in the ascendant.

It is futile and childish for German writers to attempt to minimize the extent of their great defeat. From the Kaiser down they bragged too loudly and too positively about their will to win by one tremendous assault or series of assaults this summer. As one writer says, "Their whole campaign of 1918 to date stands out by their retreat as a confessed one hundred per cent failure." They have lost the initiative; they have suffered quite out of proportion to the losses of their enemies; they have drawn on their reserves in a most extensive way. Thus, while the Allies may look forward to a continuous and steady increase in reserves during the coming months, the Germans must reorganize their shattered units, fill up their reserves with boys and untrained men, and make what seems now to be an almost hopeless attempt to match the brain power of their strategists with that of the great leader of the Allies, General Foch.

WILL RUSSIA BE A THORN IN GERMANY'S SIDE?

The rule of the Bolsheviki is endangered from many directions. In Moscow itself the Social Revolutionists are adopting the Nihilistic methods they formerly used against the Czar in their effort to overthrow the Bolsheviki. A more complete answer could not be had to the mistaken impression so long prevalent in this country that the Bolsheviki represented radical democracy. The Social Revolutionists are certainly radical enough to make absurd the idea that the enemies of the Bolsheviki are chiefly reactionaries and imperialists.

It was at the hands of Social Revolutionists that the German Ambassador in Moscow and the German Governor in the Ukraine met their deaths. Now comes the news that a woman Social Revolutionist, Dora Kaplan, has tried to assassinate Lenine, the head of the Bolshevik government. It is not known positively as we write whether Lenine is living or dead, but it seems certain that he was seriously wounded. Lenine may possibly not have been a German spy, but he could not have done more to help Germany if he had been its paid tool. His real name is said to have been Vladimir Ulianoff. Before the war Lenine wrote much on Social Democracy, and he has always declared that the western nations were really fighting against world democracy and for capitalism. The rule established by Lenine and Trotsky was based on no theory either of democracy or Socialism. It corresponded rather with the teachings of our I. W. W., in that it would exclude not only capitalists and intellectuals, but all who were not hand workers, from any part of the government. This is pure class autocracy, and in its development Lenine and Trotsky extended it to mean that only those who supported them should be regarded as belonging to the proletariat. Thus they expelled the only representative body Russia has had since the beginning of the war—the Constituent Assembly. It is interesting to note that recently there has been an attempt to restore the power of the Constituent Assembly elected last fall by gathering together some of its members at Samara, which is under the protection of the Czechoslovaks.

The military movements of the Allies, intended to unite forces of the Czechoslovaks now separated by a stretch of the Siberian Railway, are gaining in strength. The Bolsheviki have been attacked by the Japanese on the Ussuri River front, and apparently with success. General Semenoff in another section is advancing almost without opposition. It will not be long before the armies of the Allies and of General Semenoff and of the Czechoslovaks will form a continuous line along the railway from Irkutsk eastward to the Pacific. It recently became necessary for the Allies to put an end to the attempt of General Horvath to assume a dictatorship at Vladivostok which was not in harmony with the Allied effort. This was done with little disturbance, and was absolutely necessary to carry on the general object of safeguarding Siberia.

Instead of drawing reserves from among the Russian subjects, as had been Germany's announced intention, it now seems

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more probable every day that Russia must either be left to itself by Germany, in which case the fall of the Bolsheviki will occur almost automatically, or that Germany must make such a military effort in Russia that in a certain sense a new Russian war front will be created.

LABOR DAY

The celebration of Labor Day on Monday of last week was the most significant and patriotic keeping of this holiday since it was established in 1887. The parades in the various cities of the country this year were not merely industrial and largely indicative of "class consciousness," as they often have been in the past, but were National, loyal, and military in their character. American workingmen took the occasion to demonstrate that they were first of all for American liberty and after that for the rights of the wage-worker. This is the position of the best-known and most influential leader that labor has ever had in this country, Mr. Samuel Gompers. Mr. Gompers is now in England with a commission of labor men, genuine hand workers and not mere sentimentalists, to interpret to British labor the attitude of American workmen in the war. Mr. Gompers and his associates are telling British labor that no workingman can have his rights until the despotic and autocratic doctrine which permeates and actuates Germany to-day is thoroughly rooted out of the world.

The holiday was taken as an appropriate time for the launching of some of our new ships. In the Philadelphia region two ships were launched aggregating 10,000 tons. At a Massachusetts shipyard a 13,000-ton steamship was launched. A Government mine-sweeper was launched at the Brooklyn shipyard. And at Newburgh, New York, sixty miles up the Hudson and ten miles above West Point, the seat of the National Military Academy, a 9,000-ton vessel was successfully launched, the first of a series which are being built in that Hudson River city. Mr. Roosevelt was the speaker of the day at Newburgh, and was greeted by an enthusiastic audience of several thousand people. There is a romantic historical association with the launching of this steamship, which takes its name, "Newburgh," from the city where it was built. Although sixty miles from the ocean, there is water enough in the river, which has some tidal flow and ebb, to float vessels of the largest draught. Newburgh Bay is broad and deep enough to hold a large fleet of our biggest naval vessels. It was protected from the ships of the hostile British navy during the years of the American Revolution by a huge hand-forged chain which was stretched across the river from the precipitous shores at West Point to the equally rocky bank on the east side of the river. Links of this chain may be seen to-day in the museum at the admirably preserved Washington Headquarters in the city of Newburgh. Not even a "big Bertha" could bomb the Newburgh shipyard from the coast. No one now supposes that Germany will ever be able to attack New York, but the fact that a shipyard sixty miles from the sea is beginning to turn out once a month 9,000-ton vessels is a striking illustration of the hopelessness of Germany's endeavor to conquer the world by her murderous and barbaric submarine policy.

SOME STATE PRIMARIES

Of the State primaries just held, those in Michigan are of National significance because Mr. Henry Ford was a candidate for both the Republican and Democratic nomination for United States Senator. Mr. Ford, who was supported personally by the President of the United States, won his nomination in the Democratic party, but was defeated in the Republican primary by Mr. Truman Handy Newberry. Mr. Ford has generally been considered a Republican, although he has never taken an active interest in politics, and is reported to have said that, although he has been a voter for thirty-one years, in all that time he has voted only six times, and then merely because his wife made him vote. He is a pronounced and professed pacifist. The Democrats doubtless selected him as their candidate partly because of the President's support and partly because of his deserved prominence as an industrial genius. The fact that his name is a household word wherever automobiles are mentioned gives him the somewhat uncertain advantage as a political candidate which notoriety always gives. The Republicans doubtless rejected him because of his extreme pacifism. Mr. Newberry, the choice of the Republicans, is in military matters quite the opposite type of man from Mr. Ford. He served as an enlisted man during the Spanish War on the U. S. S. Yosemite, was Assistant Secretary of the Navy from 1905 to 1908, and Secretary of the Navy in the Roosevelt Cabinet for a brief period until the Roosevelt Administration was succeeded by Mr. Taft's. He is an expert who has always taken a deep and active interest in the progress of the United States Navy. Michigan is naturally a Republican State. The country will watch with interest to see whether Mr. Ford's unique personality outside of the field of politics can overcome the natural tendency of Republicans to support the man who has been an active and faithful servant both of their party and the country.

President Wilson not only let it be known what his sympathies were in Michigan but also in South Carolina, where he publicly opposed the nomination of Coleman L. Blease for United States Senator. In that State a primary nomination is equivalent to an election. Mr. Blease, an ex-Governor of the State, was defeated by an unusually large majority by his opponent, Mr. Dial. Mr. Blease, who has been criticised in the past, not only at home but throughout the country, for his grotesque speeches and actions as a public official, and whose attitude on the war is offensive both to the Administration and to patriots throughout the country, has now been almost contemptuously rejected by his own constituents. His defeat is a healthful thing both for the State and for the country.

In Montana Miss Jeannette Rankin has been decisively rejected in the Republican primaries as a candidate for the United States Senate. In the Democratic primaries Senator Thomas James Walsh is unopposed for re-election. Miss Rankin, the first woman to be elected to the House of Representatives, has not made a favorable impression upon the country, and apparently her constituents share the country's opinion. She voted both against the declaration of war upon Germany and against the Conscription Act on the ground of extreme theoretical and sentimental pacifism. In this respect she is like Mr. Ford. She is probably permanently retired from politics, and deservedly so.

In California there was a curious contest in the primaries for the Governorship. The Republicans nominated the present incumbent, Governor William D. Stephens, who was Lieutenant-Governor under Hiram Johnson and became Governor when Mr. Johnson resigned that office to accept a United States Senatorship. Governor Stephens's closest opponent was James Rolph, Jr., who has been Mayor of San Francisco for two terms. Mr. Rolph was a candidate for nomination in the primaries of both the Republican and Democratic parties. In the Democratic primary his opponent was Francis J. Heney, who was very prominent in the reform movement in San Francisco a few years ago, and proceeded against the political criminals and corruptionists of that city even at the risk of his life. Although Mr. Rolph pressed Mr. Heney very closely, and at this writing appears to have received the most votes in the Democratic primary, he cannot have the Democratic nomination, because, having lost the nomination of his own party, he is prohibited by the primary law of California from becoming the Democratic candidate.

AMERICA'S WAR AMBASSADOR TO GREAT BRITAIN

When a man whose excellent reputation among his fellow-citizens has been achieved as writer, editor, and publisher becomes Ambassador to a friendly Power in time of profound peace, his country naturally expects from him only a placid diplomatic career; that he will be urbane and tactful; that he will avoid blunders; and that he will quietly and with dignity maintain and strengthen the amicable relations of the two countries and efficiently manage the business committed to his care—this is all that is requisite.

But hardly had Walter H. Page, with such a record and an experience, been Ambassador to the Court of St. James's a year, when the world seemed to fall to pieces about his ears. The

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stress and anxiety of the first months of the world war must have taxed his nerve and power to the utmost. Now he retires after five years and more of service of the utmost value to his country. The English papers not only express sympathy and concern over the ill health that has forced Mr. Page's retiral and admiration for his personality, but recognize how much he has done to draw the two peoples together. Particularly they point out his tact when the United States was neutral and questions relative to the British blockade were arising, and his eloquence after the United States entered the war, and refer with enthusiasm to his address at Plymouth upon the fourth anniversary of the outbreak of the struggle. "Mr. Page was a worthy successor of Lowell, Bayard, and Choate," says the London "Express." "His term of office was a hard one, and he served his country and ours admirably well." A portrait of Mr. Page appears elsewhere in this issue.

America will be fortunate if the difficult task of finding a successor to Ambassador Page results in filling the post with a man who understands Englishmen as well as he did. Personal and political considerations should not for a moment weigh in the selection of an Ambassador who will be a force in unifying the war effort and the hearty fellowship of the two great Anglo-Saxon peoples.

THE OLD-TIME NEW ENGLAND SHIPYARDS

After a long period of inactivity, some of the world's largest cargo ships are now being built at the New England shipyards. This is particularly noticeable in Maine, a State once renowned for the great number and fine quality of its ships. In the old days the Maine clippers, brigs, brigantines, and barkentines were known in many waters, particularly in those of the West Indies and South America. But when the war came in 1914 only a few wooden ships were being constructed in Maine.

About a year ago the Federal Shipping Board began its activities. Since then the Maine shipyards have been engaged in building 116 vessels. A number of them have already been launched. There are wooden freight steamers, steel freighters, tugboats, lighters, trawlers. Some 15,000 men are working at full speed in the yards. There are thirty-nine shipyards of size. Old ship-building plants that were long dead and mourned as supposedly beyond resurrection have sprung to life again "and with an energy they never knew in their palmiest days," the Shipping Board people say.

In one Maine yard they have a clever motto: "Not Do Your Bit—Do Your All."

Turning to Massachusetts, another ship-building State, we find that in 1855 it launched 156 vessels, many of them small fishing craft, with a total of nearly 93,000 tons; that marked the prime stage of America's merchant marine industry. But what does the present show? proudly asks the Shipping Board. In the chief Massachusetts yard, that of the Fore River Shipping Corporation at Quincy, 15,000 men—as many as in all Maine—are working day and night on ships, some 12,000 men on vessels for the Navy and some 3,000 men on merchant ships.

At Fall River, Somerset, Somerville, and Chelsea the yards are busy turning out three-masted and four-masted wooden sailing schooners and auxiliary schooners. The old-time yards at Gloucester and Essex. are occupied chiefly with building fishing craft.

The Shipping Board's statement as to these things contains this account of the origin of the name schooner: "It was about the year 1713 and at Gloucester the first vessel of the schooner type was launched. A tradition persists that, enthusiastic at the speed made on her trial trip, a boy exclaimed, 'See how she schoons!' 'A schooner let her be!' agreed the builder, hearing the remark. The word schoon in ancient New England meant making a flat stone skip along the water."

A BACHELOR'S GARDEN

We have just heard of a Government employee at Washington who attends night school, but who has found time between office hours and the starting of his evening studies to care for a war vegetable garden. He has a list of no less than thirty-five varieties of produce in that garden, and, what is more, he gives away all the food he raises.

That this kind of work is attempted by this kind of man is an additional evidence that the number of war gardeners has increased. They now number some 5,285,000, according to the estimates of the National War Garden Commission. It divides the war gardens by sections, as follows:

South, 1,264,000; New England, 262,000; New York, Pennsylvania, New Jersey, and Delaware, 752,000; Central West, 2,430,000; and the Pacific Coast and Mountain States, 577,000. The greatest percentage of increase was noted through the Central West, this being accounted for by the fact that some of the other sections of the country had a larger number of war gardens in proportion to the population last year than did the Central Western States.

It became evident early in the season that there was to be a correspondingly great effort to save as much as possible of the war-garden surplus. Says President Wilson: "Every pound of vegetables properly put up for future use and every jar of fruit preserved add that much to the insurance of victory." It is thus a satisfaction to note the National War Garden Commission's estimate of a total of not less than 1,450,000,000 quart jars of canned vegetables and fruit stored away this summer for future use.

In many cases, tons of vegetables have thus been saved which could not have been taken care of by individual effort. In the first place, demonstration kitchens proved of value. In the second place, community canning has been inaugurated on a large scale. For instance, in Dallas, Texas, some 17,500 cans of vegetables were put up in the first few weeks after the community cannery was started there.

A picturesque canning undertaking is that of Hickory, North Carolina. The employees in the machine shop of the Carolina and Northwestern Railway Company there turned the cylinder of an old engine into a canning plant, connecting it with the shop steam-boiler. They put in three shelves of heavy wire screen to hold the jars of vegetables, and did their garden preserving after regular hours.

"Food will win the war." We are beginning to realize this more than ever, now that we see such examples of the spirit which inspires America.

THE BOWLING GREEN ASSOCIATION

Those who visit New York City seem to have an idea that social missionary work is necessary only on the lower East Side. There is a lower West Side which also needs attention. True, it is not so large in area as the East Side; it lies in the angle formed by Vesey Street, Broadway, Bowling Green, and the Hudson River. It is thus one of the old sections of the metropolis, and was once inhabited by the "first families."

It now houses many thousand immigrants—Syrians, Turks, Greeks, Russians, Hungarians, Italians, Irish, Germans, and eighteen other nationalities. The men are largely longshoremen working among the docks and warehouses; or they are cleaners for the great downtown office buildings; or they do porter work of various kinds. The women and children are in evidence to many a hurrying commuter as he goes from the subway stations through the connecting streets to the Hudson River ferries. In the narrowest streets may be seen old houses, the open doors of which show hallways patched and shored, layers of wall-paper generations old, and courtyards littered and filled with yard-toilets. The street and the courtyards are the only places of outdoor recreation for either grown-ups or children. Indoor recreation may be guessed at from the many saloons and pool-rooms of a low order.

The grown-ups do not interest the hurrying commuter as much as do the children, most of them Syrian children, with the peculiar olive complexion, raven-black hair, and lustrous eyes characteristic of the race. They are puny children. Even the hurrying commuter longs to stop and help them in some way.

He can help them. Let him realize that the New York cholera epidemic, seventy years ago, reached its height in this very neighborhood, and that tuberculosis now thrives in it. When he reads this and thinks of the pale-cheeked, listless, thin-bodied little waifs he has seen in that congested neighborhood, may he

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CARTOONS OF THE WEEK

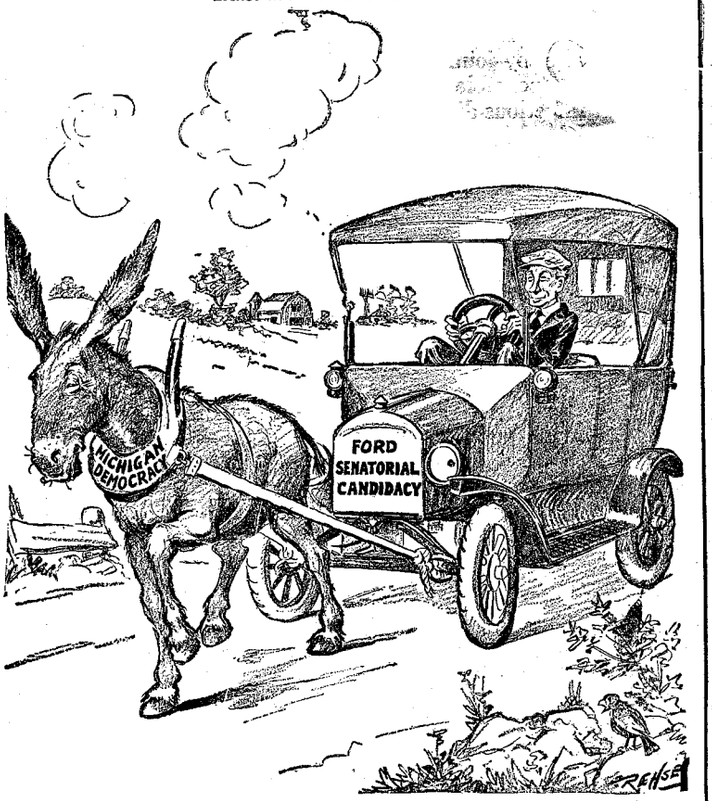
Barclay in the Baltimore Sun

DIE WACHT AM RHEIN

" Hertling, shpeak ! Are der schweinhunds closer coming ?"

A NEW TUNE TO AN OLD SONG.

Rehse in the New York World



TOWED IN

A DEMOCRATIC NEWSPAPER'S VIEW OF A DEMOCRATIC CANDIDATE

Hogue in the Cartoons Magazine

DOING HIS BIT

EVEN THE SCARECROW HELPS TO WIN THE WAR

Baille in La Baïonnette (Paris)

" It is your house that has been bombed, my poor woman !"
" Yes, but I'm not worrying—the landlord has to make all the repairs !"

CHEERFUL PARIS

A PAGE OF HUMOROUS CARTOONS

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not feel that there might be some greater chance for them really to live if he would but help?

The Bowling Green Neighborhood Association, at 45 West Street, New York City, offers him an opportunity to aid. He will read now that the current infant death rate in that district is 175 per thousand, as against the city rate of 89 per thousand; but next year we hope he will read different figures, and feel that perhaps he, by joining the Association, has been in some small degree responsible for the change.

With an infectious-disease rate more than three times that of Manhattan Island in general, and a diarrhœal-disease rate four times as great, there is indeed need for the district health center and maternity clinic which the Association has established. It has reduced the infant mortality from 321 to 175 per thousand. It has established a dental clinic, a malnutrition clinic, and, above all, a bureau for fresh air outings, which has greatly decreased child morbidity and mortality. The Association has also waged such a campaign that houses have been torn down and rebuilt or have been partially remodeled—in which suggested repairs have been made. The Association has established a big playground and a library for the children, and a clubhouse with dancing and other distractions for the grown-ups. It has extended help to every family in the neighborhood. It is gradually making the district a safe and clean place in which to live.

LIGHT FROM DARK AFRICA

Kikuyu, in British East Africa, became notorious a few years ago for an ecclesiastical controversy that drew the attention of the English-speaking peoples. To-day it comes to the front in forwardness for church unity. The Anglican missionary Bishops of Mombasa, Uganda, and Zanzibar and the heads of British missionary societies met there in conference at midsummer and reached agreement.

The controversy in which their last meeting ended was precipitated by the Bishop of Zanzibar. In the administration of the Lord's Supper missionary clergymen not episcopally ordained had officiated together with their Episcopal brethren, against which irregularity he appealed to the Primate of the Church of England, the Archbishop of Canterbury. A heated discussion in the home field forthwith sprang up, gradually calmed down by the Archbishop's wise moderation.

At this year's meeting the constitution of a missionary alliance was adopted. Slightly modified in accordance with the Archbishop's advice, it was accepted by the English Church Missionary Society, the Church of Scotland Mission, the United Methodist and the Africa Inland Mission, and a representative Council was formed. The Bishop of Zanzibar again dissented, and proposed a plan which was rejected. It was unanimously agreed not to rest till all should share one ministry and to aim at a united church of Europeans and natives. Missions not entering the alliance promised co-operation. Colonial officers and settlers co-operated in this auspicious conference. It was resolved to organize united educational, medical, and social work, together with an annual conference. Thus the Dark Continent again lights the forward way for the lagging Occident.

THREE FOREIGN AMERICANIZING LEAGUES

When the foreign-language division of the Third Liberty Loan was formed, several of the national committees discovered that they could not get as quick a response as they desired to their appeals simply because many of their particular nationality had not yet found themselves in their adopted land and did not quite understand the issues involved in the war. The need of an educational and Americanizing campaign was felt to be imperative, and, although no one liked the idea of emphasizing the hyphen, still it was realized that the most practical way of reaching the ignorant or apathetic was through people of their own race and tongue.

Chicago, the geographic center of most of the foreign population, was the first to appreciate this. Already it has become the headquarters for three large independent National leagues: the Slavic National League; the Swedish National League, known as the John Ericsson League of Patriotic Service; and the Danish League, named after the great friend of the "submerged tenth," the Jacob A. Riis League of Patriotic Service. The Danish and Slavic Leagues were the direct outgrowth of the Third Liberty Loan drive, having been formed on May 9 and May 30 respectively, while the Swedes, who had recognized the situation earlier, and who also wanted to impress their loyalty after the Luxburg disclosures, had organized theirs in March. Judge Harry Olson, Chief Justice of the Chicago Municipal Court, is President of the John Ericsson League, and Edwin Björkman, the prominent translator and writer, serves in the capacity of general secretary and organizer. Dr. Max Henius, the well-known chemist, is President of the Danish League; and John F. Stepina, the President of the First American State Bank, is head of the Slavic League. On the central councils are the leading men of the three races from over the whole country.

The principal object of the leagues is, of course, the Americanization of all the people of their race in this country and the securing of their loyal co-operation in every activity connected with the winning of the war. Hence their form of organization has been planned for the quickest and most efficient ways of accomplishing this object. The Swedes have a system of subordinate councils in every important Swedish center throughout the country; the Danes have a central card catalogue system, built up by the efforts of the head Council of One Hundred and the co-operation of every Danish fraternal and church organization in the country; and the Slavs are making good use of the subsidiary national groups that joined together to build the big allied league, namely, the Bohemian, Croatian, Polish, Slovak, Lithuanian, Serbian, and Ukrainian. Thus, as soon as the Government wants publicity concerning the Liberty Loan, the Red Cross, or any other war measure, the leagues have the machinery ready, not only for spreading the information, but also for supplementing it with such extra methods as are necessary where the response might otherwise be lukewarm.

As additional purposes, the leagues are all working for establishing better relations and understanding between their mother countries and this country, and, too, they are taking an active part in the social welfare of their members in the various camps. The Slavic League has also the hope of being able to help materially in the struggle of their European countrymen for national autonomy.

Although the leagues are formed only for the duration of the war, undoubtedly they will find it wise to continue their efforts until the Americanization of all their members is fully accomplished. They cannot well be other than a force for good.

THE S. V. C.

The Shanghai Volunteer Corps is a volunteer international militia with many picturesque features. The corps numbers about eleven hundred men, exclusive of a reserve company of veterans. The S. V. C., as every one in China calls the corps, has been in existence about ten years, and until recently included Germans and Austrians, as well as Britons, Americans, Japanese, Portuguese, Chinese, and Italians. The members are all young or youngish men living in or near Shanghai, who have banded together for the purpose of protecting foreign interests and assisting the Chinese authorities in preserving order generally.

The S. V. C. contains two English companies, one Scottish, one American, as well as one customs company, one machine-gun company, one company of engineers, and a battery of artillery, these four last-mentioned units having a personnel picked from several nationalities. The American company, by the way, generally leads the whole corps in marksmanship. Each company elects its own officers, who must, however, be approved by the Shanghai Municipal Council, which has general supervision of the whole body and the sole power in appointing the commanding officer of the corps. This Municipal Council, which is well-nigh omnipotent in the international settlement at Shanghai, is at present composed of six Britons, one American, one Russian, and one Japanese. The French, who have their own concession in Shanghai, also have their own body

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of militia, which, however, is under obligation to co-operate with the S. V. C. whenever the common interests of foreigners are threatened.

The members of the S. V. C. drill one day a week nine months in the year, and formerly had a training camp every now and then. But recently there has been enough to do without training camps. Many members of the corps have gone to the front, and those who have remained in Shanghai have kept themselves in constant readiness to jump into their fighting togs, like well-trained policemen, for German intrigue in China has demanded constant vigilance.

After the war began the German and Austrian companies of course drilled apart from the rest of the corps, but on one occasion all nationalities took part in a sham battle together as if the old feeling of friendliness still existed. As a matter of fact, comparatively little bitterness was to be seen between the Germans and Britons who had formerly drilled together until the Lusitania was sunk. Then there was a decided change. But the Teutonic companies, of course, could not be disbanded until China entered the war. When China did that, the Teutons were promptly deprived of their arms, and now the S. V. C. is entirely an organization in the interest of the Allies.

A JUST PEACE

UNITED STATES Senator Lewis, of Illinois, is reported to have said at a recent gathering at the American Luncheon Club in London that the Allies ought not define in detail the conditions of peace because it would deprive the peace commissioners of the trading basis necessary in the conduct of peace negotiations.

If this report is true, Senator Lewis neither understands the duty of the Allies nor the spirit of the American people. There should be no trading with the brigands who have plundered Belgium and France, Poland and Serbia. We should not ask them on what terms they will make peace. We should tell them on what terms they can secure peace.

At one time in the history of Israel the people suffered oppression at the hands of their neighbors, the Syrians. The civilization of the Syrians was not much better than the civilization of the Germans. It is recorded of the King of Syria that he destroyed the people of Israel, "and made them like the dust in threshing." Elisha, the prophet of Israel, was sick, "of his sickness whereof he died." And the King of Israel went to consult him. The rest of the story we will give as it is narrated in the Book of Kings:

> And Elisha said unto him, Take bow and arrows: and he took unto him bow and arrows. And he said to the king of Israel, Put thine hand upon the bow: and he put his hand upon it. And Elisha laid his hands upon the king's hands. And he said, Open the window eastward: and he opened it. Then Elisha said, Shoot: and he shot. And he said, The Lord's arrow of victory, even the arrow of victory over Syria, for thou shalt smite the Syrians in Aphek, till thou have consumed them. And he said, Take the arrows: and he took them. And he said unto the king of Israel, Smite upon the ground: and he smote thrice, and stayed. And the man of God was wroth with him, and said, Thou shouldst have smitten five or six times; then hadst thou smitten Syria till thou hadst consumed it: whereas now thou shalt smite Syria but thrice.

We recommend this narrative to our ministerial readers. It furnishes an appropriate text for the times.

A work abandoned half done is not begun. What did we start to do? For what have we sent our young men to die on the bloody fields of France? For what have we laid upon ourselves a burden of taxation wholly unprecedented in the history of the Nation? For what have we substituted war bread for wheat bread, stinted ourselves in the use of sugar, economized in coal to the point of serious discomfort if not at times and in places to the point of peril, disorganized our industries, surrendered for the time our individual liberties, turned over to the Government our telegraphs and our railways? President Wilson in his Labor Day message gives to those questions the correct answer:

> Let us make this, therefore, a day of fresh comprehension, not only of what we are about and of renewed and clear-eyed resolution, but a day of consecration also in which we devote ourselves without pause or limit to the great task of setting our own country and the whole world free to render justice to all and of making it impossible for small groups of political rulers anywhere to disturb our peace or the peace of the world, or in any way to make tools and puppets of those upon whose consent and upon whose power their own authority and their own very existence depend.

This is what we have undertaken to do. Woe be to us if we stay our hands until it is accomplished. To accomplish this, to make the world free to render justice to all, to make it impossible for small groups of rulers anywhere to disturb our peace or the peace of the world, or, for that matter, for any people maddened by ambition and self-conceit to disturb that peace, it is not enough that we dethrone the Hohenzollerns, not enough that we destroy the military oligarchy that now rules Germany; we must deprive the German nation of the power ever to attempt again the scheme of world dominion. Eric Fisher Wood quotes Raemaekers as saying: "I do not believe that there is any German who is not a pan-German. All of them suffer from this national and nation-wide megalomania." We have been loth to believe this. We were inclined to agree with President Wilson's discrimination between the rulers of Germany and the German people. But we do not believe in that discrimination any longer. We do not think that the President any longer believes in it. The entire German people are obsessed with the insane delusion that the German nation is divinely ordained to rule the world. The evidence is too strong to be gainsaid. It is not safe to allow in such a crisis the wish to be father to the thought. There will be no world peace until the Anglo-Saxon and the Latin and the Slav and the Chinese and the Japanese and the African and the Teuton believe in a democracy of nations as well as in a democracy of individuals, believe that each race has its place in the family of mankind, believe in mutual respect and mutual good will, believe in international law and international fellowship, believe in an international policy of "Live and let live."

Only a just peace can be a permanent peace.

If, as the result of this war, Germany is compelled to pay the financial damage she has done to Belgium and France and Poland and Serbia, and to the commercial nations whose ships engaged in peaceful commerce she has sunk upon the seas, it may be hoped that she will no longer believe that "Might is the supreme right." It is due to her as well as to the nations she has plundered that she be compelled to do justice that they may receive justice. For it is only as she is compelled to do justice that she will believe in justice. And it is due to the God of justice to whom her Emperor has so often and so theatrically appealed that true justice be represented by us in the final settlement of this war.

A judge who should sentence a criminal on a "trading basis" would be unfit to sentence anybody. If we should barter with Germany over the terms of peace we should be unfit to call ourselves the standard-bearers of democracy, and should be selling our birthright for a mess of pottage.

THE DEMOCRACY OF A PRIVATE SCHOOL

You have been looking for a school for your boy. Perhaps you have not been satisfied with the public school of your neighborhood. Perhaps you want your boy under masculine influence for a while—something he may not be able to get at home. Perhaps you are convinced that he needs to be thrown on his own reliance as he cannot be if he stays at home and goes to day school. And yet you hesitate to send him to a private boarding-school. You have heard that boarding-schools are undemocratic, and that in a free country like this the only democratic schools are those of the public school system. You don't want your boy to grow up to be a snob, a man apart from his fellows. You want him to be a prince of the royal house, and in a democracy the royal house is the common people. You do not want him shut out from the privileges of his kind. And yet you need not for that reason hesitate to send him to a private school. Among the private schools of this country are

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to be found some of the most democratic of its institutions. One way of showing this is to tell of the record of one school that we know.

In the first place, though it is within a two-hour journey from one of the great cities of the Nation, the school is set in the open country. Its acres cover the crest of a mountain spur. On one side spreads a broad rolling valley, with its farms, villages and towns, and its wide river. On the other side is the mountain range with its woods, its wild life, its ponds and springs and brooks. The fact that there is a private boarding-school in such a situation makes for democracy. The little public school in the neighborhood is for the young children of the neighborhood; but this private school is for boys from all parts of the Nation. In the public school the child of the mountain meets and knows only the child of the mountain; but in the private school the boy from Ohio and the boy from New Jersey, the boy from Illinois and the boy from Massachusetts, become friends. Sectionalism is a foe to democracy. The man whose acquaintance is parochial may prove as dangerous to a democracy as the man who has always kept his life within the narrow circle of a little social group. In a private school West and East and South and North mingle as they seldom if ever are found mingling in a public school. Situated as it is, this private boarding-school gives to these boys, a large proportion of whom are from city homes, the refreshing life of the mountains, woods, and fields. It is an error to suppose that democracy means giving city privileges to people of the country; it means quite as truly giving country privileges to people of the city. Our public school system provides, and at present at least can provide, no such school as this for city boys. To confine schools to those of the public school system would be to deprive all the city children of this free land of the things that only such a private boarding-school in the country can provide. Democracy is not a denial of privileges; it is the extension of privileges. The way to develop democracy in education is to make such a school available for boys from families of limited means. There are boys from families of limited means in this school. Undoubtedly provision for enlarging their number would be welcomed. Meantime, if you can afford to send your boy to such a school, and do not do so, you will be doing no other boy a benefit and may be denying your own boy his right. To send him there is not to shut him out of democratic rights; on the contrary, it is doing your share in making democracy rich. And every one who enables a boy to go to such a school who could not otherwise go there is also doing his share in enriching democracy.

Such an environment as that of this school is, moreover, an influence for the simplicity of democracy. It is a place where old clothes at times are needed and are the only fitting garb. It is a place where the smaller boys build huts in the woods and can spend afternoons like explorers. And with the taste of the primitive life the boys have, besides the benefit of organized athletics and swimming, a modern, filtered indoor swimming pool. Democracy, as interpreted and applied in a school like this, enables boys to appreciate and use powers developed through the wide range of men's experiences from those supplied by modern skill to those evoked by a wholesome response to the primal instincts. In this respect, as in others, democracy in a school of this sort is not restrictive but expanding, not impoverishing but enriching.

What the spirit of this school is may be discerned in the honors which the boys most highly prize. Besides the usual athletic and scholastic prizes awarded at the close of the school year there are, standing above them all in distinction, three cups. One of these is awarded by vote of the older boys and the masters to that boy who has represented best "high ideals, manly sport, tenacity of purpose, earnest endeavor, clean living, fair play, and true chivalry." Another cup is awarded to the boy who, without reference to any special performance, "makes the best response to his environment." The third of these cups is given to the boy "who has been most helpful to his fellow-schoolmates in the solution of their own personal problems." These three cups, natural products of the spirit of the school, are not unworthy symbols of that democratic spirit that judges men not by the external power or authority or possessions that they acquire, but by their character, their development, and their service. And it was characteristic of this spirit that one year the school letter that is awarded to the athletes who have upheld the honor of the school in its contests on the playing field was awarded to a boy whose physical limitations kept him off the teams, but failed to prevent him from going regularly to the practice, getting into the game whenever he could, and imbuing the school team with his own dauntless spirit.

It is inevitable that when a time of testing comes to democracy, as it has come in this war, such a school as this should reveal its character in its record at the front. Its Service Flag is of course blazoned with stars, and was among the first—so far as we know, was the first—to signify those who had paid the last full measure of devotion by stars of gold. The school's distinction in service may best be indicated by specific cases. The former head master of the school, whose name the school bears, on his recent retirement after many years of service, offered himself as a volunteer for the Belgian Relief Commission and served in Belgium until the war came to America, and even then stayed in Belgium and was in the last group of Americans serving the cause of Belgian relief to leave. Thereupon he offered himself as a volunteer in the service of the Y. M. C. A., and now is serving the Y in France. His three sons, graduates of the school, volunteered, were accepted, and have been in the service of their country. One enlisted as a private in the Regular Army, one in the National Guard, and one first in the Ambulance Corps and later in the artillery. The present head master's son, who graduated from the school, though too young for the draft, enlisted while a freshman in college, and is now a non-commissioned officer of Pershing's army in France. These four young men are typical of the graduates of the school. Enlistment in the ranks has been the method by which these young men have displayed the democratic spirit of service characteristic of this private boarding-school.

And this spirit is the spirit of its religion. Not every public school, unfortunately, is free to be religious; not every private school expresses its religious spirit in the form of service. In this school, however, the religious spirit has been the spirit of service; and has flowered in the service that its graduates and other former students are rendering in the defense of the right of people to be democratic and free.

Are you thinking of sending your boy to school? If so, select the school, not because of the system it belongs to, but because of its spirit and its record. Democracy is not a matter of form, but of substance.

A LEGACY OF THE WAR TO OUR COLLEGES

Our higher education has looked too much toward yesterday and too little toward to-morrow. Facing backward is not an aid to progress, even though one walks in the right direction.

The commonest charge against our colleges before this war was that American students had no acquaintance with the important events of the world of to-day in which they lived. College young men and young women did not read the newspapers. They did not know whether or not Portugal was a republic or whether Venizelos was a Mexican revolutionist or a frontier post in Rumania. They did not know what questions were agitating the minds of their own National statesmen and what history was being made on their own soil.

The warmest friends of our colleges will hardly deny the justice of this common criticism, which was just about equally true of undergraduate young women and undergraduate young men. But if the studies in our classrooms were traditionally unrelated both in subject and in method of treatment to the life our students must live when they graduate, and if those studies exacted practically all of the students' time, is it not evident that student attention would be withheld from current affairs?

Until a recent rejuvenation the liberal college had actually been getting further and further away from real life. When institutions for the higher education of young men first came into existence, in the Middle Ages, they had a most practical purpose to perform. They had to fit men for the professions in life that in those days called for any learning. Their curricula were as thoroughly vocational in character as is the curriculum

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to-day in any school of agriculture or dentistry. Only those things were taught which would be of direct use to the students in the life-work they were to take up after graduation.

As the centuries passed, other professions and trades began to demand that their practitioners should be educated. And yet, through a reverence for tradition, which is confused with a reverence for pure learning, we still puzzle over a curriculum designed originally to provide a *technical* training for certain professions. It was only after the greatest persistence that advocates of such sciences as physics and biology were able to break into this crystallized programme, and it is not surprising to note how recently English was added. In the days of the first colleges there was no such thing as a body of English literature from which to study English; it could not be a part of those courses which we have canonized, and therefore it has been kept out of college classrooms even down to this generation.

The charge that current newspapers before this war were not found in the hands of our college students was not necessarily a criticism of the effectiveness of the classrooms they attended; but it was a charge against the applicability of those classrooms to present-day life and the value of their accomplishment. The newspaper is not a text-book; but at least it is a symbol. If our college courses of study were all so organized that they had a direct bearing upon the problems of to-day's living, then students would without other incentive seize upon the newspaper as an essential supplement to classroom work; and incidentally the task of teaching them to discriminate between news wheat and news chaff would be an easier one.

Before this war laid its fearfully vitalizing hand upon our people many colleges were making an effort to appraise this criticism of "devitalization." Some were meeting it gradually, while others confused it with the wearisome discussion between "cultural" and "vocational," between the relative values of liberal and technical training. But even in wiser collegiate centers progress inspired from within was too slow. The outside world, upset by war, but with a brain swept clear of cobwebs, is now forcing a more rapid action.

In specific terms, what is the war doing for the liberal college? It is putting to immediate test that old boast: "We are training for service." It is raising the window-shades that hide the world from the classroom, and only the most obstinate reactionary will dare attempt to pull them down again. The professor of mathematics is discovering that the theory of navigation, for instance, will teach certain mathematical principles even better than he was able, by means of abstractions, to teach those same principles before. The instructors in physics and chemistry are listening to many questions from the men who make war, and by discussing the theory of these questions in the classroom they gain results more effective than they ever gained by the abstract problems of former days. Yet it is hardly fair to cite these men of science as examples; they have been far readier than their colleagues to point to the outer world through their laboratory windows. The teacher of a modern language who permitted a classful of students to leave his jurisdiction without ever hearing the idiom of that language freely spoken in his classroom has been sharply awakened.

This change does not mean that liberal training is giving place to technical. The mathematics instructor is not necessarily fitting his men for the Navy; but because his boys can see our Navy at last from their classroom windows a certain mathematical problem now has new value; and because they can almost descry the shores of France and Italy and Germany and Spain, they do not rest content with a mastery of French or German represented by pages of Molière or Goethe worked out with the help of a dictionary.

Of late years attacks upon our system of elementary education and the appearance of manual training and vocational training in the field have put new life into some of our primary text-books. Arithmetic and spelling are taught more effectively than they used to be, as is proved by a comparison of many examination papers of the present day with those of a generation ago. Yet it is not a "vocational" arithmetic that is being taught. The realization that life is a laboratory for the demonstration of theories as well as a shop for the making of practical products has put new life into devitalized text-books. But it has taken more than such an attack to upset the traditionalism of the college.

This, we like to believe, will be one of the legacies of the great war. The colleges will move more alertly, face forward. The classroom will find in the community outside the campus material for the demonstration of theories and the working out of problems. Court-houses, town meetings, charities, editorial desks, and pressrooms will be seen clearly from the classroom window, and the study of their various operations will save a deal of chalk and blackboard space.

The war is, moreover, forcing into college halls some studies that we temporizingly call "preparedness" courses, which we have discovered, to our surprise, might have been there long ago. As though every college study if properly conducted were not in reality a preparedness course!

The war has forced daily newspapers into the hands of our students, and every classroom is aroused by new questions. Even the teacher of dead languages, through whose mouth ancient civilizations might speak again and teach their many lessons, finds himself saying, "Perhaps I too may help to interpret these questions of to-day."

All this the war is doing in our colleges, everywhere. True, the need was greater in some colleges than in others; but all are the gainers; and, once done, it can hardly be undone.

GOLDENROD

About the Happy Eremite and his lady as they walked along the lane under the old twisted apple trees was the humming warmth of summer. In the pasture sloping south Esmeralda, the cow, munched the short grass. The two pigs were stretched in all their pink corpulency in the shade of the great cherry tree in front of the barn. Jack, the horse, sprawled under the hickories.

"Goldenrod!" exclaimed the Lady Eremite as they turned into the road that led up the hill.

"By Jupiter! So it is!" he cried, regretfully.

They walked between files of deep green and yellow gold.

"Isn't it unusually early?" she asked, not without a touch of resentment.

The Happy Eremite laughed. "Oh, lady, lady," he said, "don't you know that you have just uttered one of the Original Seven Bromides? Have you ever known a summer when you didn't ask yourself that question and answer it a dozen times at least for yourself and other indignant folk who felt that nature was cheating them? You know that you've always answered, 'I'm sure *I've* never seen it so early!' and year after year you've felt the same tug at your heart and the same reluctant stiffening of relaxed muscles for the combat with winter, and a faint impersonal sadness which the Germans call *Wehmut* and which no watchful censor can translate.

"Of course the goldenrod is too early this year. It always *is* too early every year. You see, it means the beginning of the end of the season of luxuriant things—of deep, fresh grass and thickets, and those young willows of ours wonderfully bending under the weight of the new shoots, and fields of wheat shoulder high, and warm ground to lie on, and warm winds, and lazy, wandering thoughts. The goldenrod comes in the very height of summer as a sort of—"

"*Memento mori*," interposed the Lady Eremite. "I don't like that idea."

"Oh, no!" he cried. "I don't mean that it comes as a grim ghost to the feast. It comes merely as a gentle reminder, the gentlest of reminders, that there are difficult days ahead and we might as well get used to the thought. It is the season of combat sending a harbinger to the season of rest and beauty, an exquisite thing of delicate loveliness shaped in gold, to say: 'There is a time to lie back and dream, and a time to get up and work. You have rested in the shadow of sumptuous boughs. You have bathed morning and night in the beauty of exquisite color. The sun has warmed you, and running brooks have cooled you, and fruits and berries and delicious greens have sprung up like weeds to sustain you and strengthen you. Now make your soul ready for the struggle once more.'"

The Happy Eremite broke a stalk at the roadside and studied

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the sheaf of slender, aspiring stems, bending at the top with their golden burden of bloom. "Look!" he said. "The sheaf together is like a star, and every blossoming stem is a mass of little stars with the buds below like stars asleep, ready to break. If we must have winter, can you imagine a more inspiring messenger to tell us that winter is on the way? If we must have the struggle with the coal problem, and the struggle with refractory and moody furnaces, and the struggle with water-pipes that freeze in spite of all precautions, and the struggle with Bridgets who do not like the country in winter, and the struggle with snow-drifts and biting winds, can you imagine a gentler method for the good Lord Almighty to tell us to get ready? He tells us in terms of the very beauty in which he sees us reveling that that beauty must pass to make way for the sterner beauty of spiritual combat. And he tells us months ahead. He seems to know that we need time to say good-by to ease and luxury and to muster our strength for battle."

"It is a comforting notion," said the Lady Eremite, "even if it does presuppose a sort of kindly but stern Deity that I can't believe in."

"Oh, but it doesn't presuppose that sort of Deity at all," the Happy Eremite protested. "Call your God Law, or the Divine Principle of Being, or whatever you will, the fact of the golden-rod remains unchanged. Into the midst of your luxuriant peace it comes to give you warning of approaching war. There is nothing strident about it, nothing violent, nothing sensational. Quietly at the roadside it unfurls its golden flag that means *Prepare!*"

"And fill the coal-bin," added the Lady Eremite.

"Exactly," he said. "The coal-bin of the soul."

THE COLLEGES AND THE WAR

I—WHAT THE COLLEGES ARE GOING TO DO

THE most important thing in connection with future college education in this country is the decision of the Government to enter upon a certain policy of regulation of the education of all American boys of eighteen and over who already are or who naturally would be in collegiate institutions.

When the Government bill extending the draft age from eighteen to forty-five inclusive was introduced in Congress, the cry went up from many that it would close the doors of every college in the country. Hardly. The Government's plans mean the best method for keeping the colleges alive. Not only will the Government prevent unnecessary depletion of our colleges by indiscriminate volunteering among the students; its creation of a Students' Army Training Corps (known as the S. A. T. C.) will give to many of our educational institutions something new, and will also make education itself more widespread.

The following statement issued by the War Department outlines the purpose and operation of the Students' Army Training Corps:

1. All young men who were planning to go to school this fall should carry out their plans and do so. Each should go to the college of his choice, matriculate, and enter as a regular student. He will, of course, also register with his local board on the registration day set by the President. As soon as possible after registration day, probably on or about October 1, opportunity will be given for all the regularly enrolled students to be inducted into the Students' Army Training Corps at the schools where they are in attendance. Thus the Corps will be organized by voluntary induction under the Selective Service Act, instead of by enlistment, as previously contemplated.

The student, by voluntary induction, becomes a soldier in the United States Army, uniformed, subject to military discipline, and with the pay of a private. They will simultaneously be placed on full active duty, and contracts will be made as soon as possible with the colleges for the housing, subsistence, and instruction of the student soldiers.

2. Officers' uniforms, rifles, and such other equipment as may be available will be furnished by the War Department, as previously announced.

3. The student-soldiers will be given military instruction under officers of the Army, and will be kept under observation and test to determine their qualification as officer candidates and technical experts, such as engineers, chemists, and doctors. After a certain period the men will be selected according to their performance, and assigned to military duty in one of the following ways:

(*a*) He may be transferred to a central officers' training camp.

(*b*) He may be transferred to a non-commissioned officers' training school.

(*c*) He may be assigned to the school where he is enrolled for further intensive work in a specified line for a limited specified time.

(*d*) He may be assigned to the vocational training section of the Corps for technician training of military value.

(*e*) He may be transferred to a cantonment for duty with troops as a private.

4. Similar sorting and reassignment of the men will be made at periodical intervals, as the requirements of the service demand. It cannot be now definitely stated how long a particular student will remain at college. This will depend on the requirements of the mobilization and the age group to which he belongs. In order to keep the unit at adequate strength, men will be admitted from secondary schools or transferred from depot brigades as the need may require.

Students will ordinarily not be permitted to remain on duty in the college units after the majority of their fellow-citizens of like age have been called to military service at camp. Exception to this rule will be made, as the needs of the service require it, in the case of technical and scientific students, who will be assigned for longer periods for intensive study in specialized fields.

5. No units of the Students' Army Training Corps will, for the present, be established at secondary schools, but it is hoped to provide at an early day for the extension of military instruction in such schools. The secondary schools are urged to intensify their instruction so that young men seventeen and eighteen years old may be qualified to enter college as promptly as possible.

6. There will be both a collegiate section and a vocational section of the Students' Army Training Corps. Young men of draft age of grammar school education will be given opportunity to enter the vocational section of the Corps. At present about 27,500 men are called for this section each month. Application for voluntary induction into the vocational section should be made to the local board, and an effort will be made to accommodate as many as possible of those who volunteer for this training.

Men in the vocational section will be rated and tested by the standard Army methods, and those who are found to possess the requisite qualifications may be assigned for further training in the collegiate section.

7. In view of the comparatively short time during which most of the student-soldiers will remain in college and the exacting military duties awaiting them, academic instruction must necessarily be modified along lines of direct military value. The War Department will prescribe or suggest such modifications. The schedule of purely military instruction will not preclude effective academic work. It will vary to some extent in accordance with the type of academic instruction, *e.g.*, will be less in a medical school than in a college of liberal arts.

8. The primary purpose of the Students' Army Training Corps is to utilize the executive and teaching personnel and the physical equipment of the colleges to assist in the training of our new armies. This imposes great responsibilities on the colleges and at the same time creates an exceptional opportunity for service. The colleges are asked to devote the whole energy and educational power of the institution to the phases and lines of training desired by the Government. The problem is a new one and calls for inventiveness and adaptability as well as that spirit of co-operation which the colleges have already so abundantly shown.

9. The plan contemplates the making of contracts with all institutions having units of the Students' Army Training Corps for the housing, subsistence, and instruction of the student-soldiers to take effect on or about October 1, 1918. A separate statement of this date sets forth the procedure and principles governing these contracts.

FUTURE EDUCATION

Perhaps with this in prevision, notable departures have been made by Brown, Amherst, Yale, Princeton, and other colleges. Brown is to be in session throughout the year, so as to make

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it possible for the student, if present at the summer term, to complete the course in three years. Amherst has established a two-year course which permits students to choose from the college curriculum those studies that seem most desirable and beneficial, English and mathematics, however, being required the first year. Princeton and Yale have established a three-year course.

II—WHAT THE COLLEGES HAVE DONE

RELIEF WORK

When, in 1914, war began, our colleges were quick to engage in relief work. Harvard, Princeton, Williams, for instance, established ambulances in France, and the Yale Mobile Hospital Unit was not only the first mobile medical unit organized in America, but the first to be put into operation in France. Not a few undergraduates left colleges in the midst of their courses and went into ambulance and hospital work. American colleges should be credited, too, with some of the finest of those spirits who dedicated their lives to the Allied cause of freedom before the United States entered the war—Victor Chapman and Alan Seeger, of Harvard; John McConnell, of the University of Virginia, etc.

When, in 1917, we entered the war, our collegians did three things: (1) They increased this relief work; (2) many of them rushed to the colors; (3) they brought about the introduction of military training into the colleges.

The increase of college relief work may be seen in the establishment of base hospitals. For example, Naval Base Hospital No. 2 is composed of the medical faculty of Stanford University and the nurses from its hospital; Army Base Hospital No. 22 is made up by the Harvard Surgical Unit; No. 23 is occupied mostly by Marquette University (Milwaukee) men; No. 24 is composed entirely of Tulane University (New Orleans) men; No. 25 was organized largely by the University of Cincinnati; and No. 26, wholly by the University of Minnesota. Laboratory men for the field, evacuation, base, and mobile hospitals have been trained at the Yale Medical School, the only one of its kind connected with any university; the only school for the training of army doctors in the prevention and care of tuberculosis is at the New Haven Hospital, affiliated with Yale.

Relief work may also be noted in the establishment of schools of instruction for the treatment of war fractures, giving systematic instruction to rotating classes of medical officers, like the school established at Tulane; or in the existing schools of dentistry, like those at Tulane, at Harvard, and at Marquette, in which thousands of operations have been performed for Army and Navy men without charge; or in the medical, dental, and pharmaceutical schools of Temple University at Philadelphia and the University of Maryland at Baltimore, or in the new school of Röntgenology for medical officers conducted by the Cornell University Medical College in New York City.

RECRUITING

Before we entered the war a large number of college men had gone into the fighting forces. They had joined the Royal Flying Corps, the Princess Patricia Regiment, the Duke of Wellington's Regiment, the Black Watch, the Coldstream Guards, the Irish Guards, the French Flying Legion, and the Chasseurs Alpins in the British and French land and air forces.

The famous Lafayette Escadrille in French aviation work was organized by two Harvard men, Norman Prince and Frazier Curtis, and the first graduate from an American college to fall was Lieutenant Williamson, of the Duke of Wellington's West Riding Regiment, also a Harvard man.

At the outbreak of the war between America and Germany a great group of college men, undergraduates as well as graduates and former students, rushed to the colors. After the Commencement of that year there was another rush of those who had just become graduates. Of that class at Williams, for instance, there were 110 men; of these 106 are in the service.

When the time came for the class of 1918 to graduate, it was evident that our colleges had lost about 25,000 students compared with the attendance the previous year. At Princeton alone over half of those on the rolls had gone. And not only that. So many instructors in engineering and other technical schools had been called out that it was hard to man the classes; at Harvard, for example, over two hundred members of the teaching staff had gone into the National service.

PRELIMINARY MILITARY TRAINING

Our colleges did not wait for war to be declared by us to begin military training—indeed, the land-grant colleges have always maintained it; among others, Cornell, Rutgers, Purdue, the Universities of California, Florida, Idaho, Illinois, Kentucky, Maine, Minnesota, Missouri, Nebraska, Nevada, Tennessee, Vermont, Wisconsin, Wyoming, the Ohio State University, the Pennsylvania State College, and the Massachusetts Institute of Technology—"Boston Tech," as it is still known, and will be, despite its removal to Cambridge.

Our foremost military authority was the foremost propagandist for universal military training. Like Lord Roberts in England, so in America, General Leonard Wood had long pointed out the need of such training. He was also a particular propagandist for military training in colleges. In 1913 he organized what became known as "Army Camps for College Students" at Plattsburg, Gettysburg, and elsewhere.

Towards the end of 1914 the undergraduates at Princeton asked the Faculty to organize military training. After conference with General Wood, (1) a course of lectures was established early in 1915 on military history and policy, on the relations of regular forces to militia reserves, on types of ordnance, military map-making, military hygiene, etc., the lectures to be given once a week by officers detailed by the War Department; (2) tactical excursions were started for the study of offensive and defensive positions at a given location, trench, bridge, and road building; (3) practice in rifle shooting both on indoor and outdoor ranges was begun.

On the initiative furnished by this movement, for which General Wood was primarily responsible, in January, 1916, military establishments were started at various colleges. At Harvard a regiment was formed. It had no Government connection except that the Government furnished rifles, bayonets, and belts. Its enrollment amounted to about a thousand men. At Yale, in the same month, four battalions of field artillery were formed and drilled.

THE R. O. T. C.

Five months later, in order to have a continual resource of officer material, Congress authorized the establishment at educational institutions of units of Reserve Officers' Training Corps, to give training to undergraduates (while those students continued their regular studies) for a prescribed course of four years, with a weekly number of hours of military instruction, and under an officer of the Army, active or retired, detailed as Professor of Military Science and Tactics.

The R. O. T. C. was prescribed by General Order No. 49 of the War Department, September 20, 1916, to prepare students to perform the duties of commissioned officers in the United States military forces. Units were established at Harvard, Yale, Princeton, Johns Hopkins, Cornell, Williams, Amherst, Bowdoin, Trinity, Georgetown, the Catholic University of America, Washington and Lee, Western Reserve, Purdue, Northwestern, Whitman, the Universities of Iowa, Kentucky, Maryland, Michigan, Minnesota, Wisconsin, and others.

In order to meet the War Department's requirements, courses similar to that pursued at the Johns Hopkins University were in order. Class-room recitations in military subjects were required of all members of the unit. In addition, one military lecture was given each week. There was instruction in mapping and ground problems. The entire unit drilled several hours a week. Credit towards graduation was given for the course.

OFFICERS' TRAINING CAMPS

Membership in the R. O. T. C. did not exempt from the draft, but whenever a student was drafted, by the War Department's order, the Professor of Military Science and Tactics at the student's college forwarded the young man's record of work to the Adjutant-General at Washington, with a recommendation, if such were deserved, that the student be admitted to an Officers' Training Camp. Thus the collegian could feel that he had almost an assurance of a commission at the end of his course at the Officers' Training Camp. Should he graduate before being called to the colors, he automatically became either a provisional second lieu-

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tenant or, if not actually commissioned, was placed on a list as eligible for a commission when more officers were needed.

A month after we entered the war the first Officers' Training Camp was established. Of the members of this camp, 284 were admitted from Harvard alone, other Harvard men joining the Naval Reserve, the Signal Corps, and other branches of the Army and Navy. For the Officers' Training Camp the War Department assigned a definite quota of men to every college having a R. O. T. C. unit. For instance, for the latest of the Officers' Training Camps the quota for Williams men was 40 alumni and as many undergraduates as had reached the required age of advancement in military preparation; out of the 250 men in the Williams R. O. T. C. 102 were sent.

KHAKI IN COLLEGE

When we went to war, the colleges wanted to do two things: first, to take part in the war, and, second, to keep on with their work. It seemed as if these desires collided. At this juncture President Wilson uttered these wise words:

> It would seriously impair America's prospects of success in this war if the supply of highly trained men were unnecessarily diminished. . . . I therefore have no hesitation in urging colleges and technical schools to endeavor to maintain their courses as far as possible on the usual basis.

As a result college work is still being pursued, and yet military work has been added. For example, at Amherst just after we entered the war no less than 425 out of 475 students were drilling. At Brown and other universities concessions were made. Men were excused for military or agricultural service; certain requirements for a degree were waived. Throughout the country, indeed, while the old courses were continued, the college curriculum was being more and more adapted to the necessities of war. These necessities have made our colleges richer in physical, mental, and spiritual life.

The student in khaki upon the campus marks the distinction between the old academic days and actual military service. Those who are not in khaki seem the more conscious of their civilian clothes. At the "Boston Tech" there have been no less than a thousand students in uniform in attendance at the regular studies in addition to about twelve hundred enlisted or commissioned men in military or naval aviation schools maintained there for the Government.

Some colleges offer courses in both military and naval science; for instance, Amherst, Princeton, the College of the City of New York, the "Boston Tech," Georgetown, Yale with its Naval Unit, the University of Michigan, and Harvard. At Harvard there are two courses, one for the members of the Naval Reserve and one in the Government School of Ensigns.

Radio schools, to supply the Navy and the merchant marine with radio operators, have become a feature of Amherst, Cornell, the College of the City of New York, Georgetown, Pratt Institute (Brooklyn), the University of California, and, above all, Harvard, where about nine out of every ten radio operators employed by the Government are being trained.

The schools of vocational training include instruction not only in radio work, but also in other telegraphy; in auto-mechanics, in carpentry, wheelwright, and blacksmith work; in electrical engineering; in shoe and harness making; in tinsmithing and plumbing, in road-building and concrete work; sometimes also in languages and nursing. Such schools are specially to be noted at Hampton and Tuskegee Institutes and Howard University (colored institutions), at Dartmouth, Cornell, Lehigh, Purdue, and Tulane Universities, at the Carnegie Institute of Technology (Pittsburgh), and at the Universities of Iowa, Kentucky, Maine, and Michigan. To some of these the Government details men for instruction in camps, cantonments, navy yard and shipyard work. Incidentally, what better form of practical, general, technical training can be found than the co-industrial plan in operation at the University of Cincinnati, for instance, by which a man spends part of his time in the university class-rooms and laboratories and part in applying what he has there learned (and, as well, earning a living) in some actual industry?

As to provision for college men abroad, in May, 1917, Yale established the Yale Bureau in Paris, from which grew the American University Union in Europe, now supported by 135 colleges, universities, and technical schools, with the twofold object of helping American college men in the war service and of encouraging closer bonds between the American universities and those of foreign countries.

III—WHAT THE COLLEGES ARE DOING

There are now, some say, nearly two hundred thousand college men—undergraduates, graduates, and former students—in the National war service as a whole; that is, not only in the three great branches of defense (the Army, the Navy, and the air service), but also in those additional forces required by war work—among the scientific experts in the administration departments at Washington, and among the Red Cross, Y. M. C. A., and other recognized war workers.

It is interesting to glance at a table of the total number of men from certain representative colleges in our war service as a whole, armed and unarmed. The proportion in the armed service is, as a rule, from three to five times that of the unarmed service. Such statistical information, necessarily incomplete and sometimes misleading, is, however, suggestive. Roughly speaking, the totals are somewhat as follows:

NEW ENGLAND		
Harvard	Estimated at about	9,000 men
Yale	" "	6,200 "
"Boston Tech"	" "	4,000 "
Dartmouth	" "	1,900 "
Williams	" "	1,200 "
Brown	" "	1,200 "
Amherst	" "	1,000 "
University of Maine	" "	1,000 "
Bowdoin	" "	800 "
University of Vermont	" "	700 "
Wesleyan	" "	700 "
Trinity	" "	600 "
THE MIDDLE STATES		
University of Pennsylvania	Estimated at about	5,500 men
Columbia	" "	5,500 "
Cornell	" "	5,100 "
Princeton	" "	4,500 "
Syracuse	" "	2,400 "
Georgetown	" "	1,700 "
University of Maryland	" "	1,500 "
Lehigh	" "	1,200 "
Rutgers	" "	800 "
THE CENTRAL WEST		
University of Michigan	Estimated at about	9,500 men
" " Illinois	" "	4,500 "
" " Chicago	" "	4,000 "
Ohio State University	" "	3,500 "
University of Minnesota	" "	2,500 "
" " Wisconsin	" "	2,500 "
Purdue	" "	2,500 "
Indiana	" "	2,000 "
Northwestern	" "	1,800 "
Marquette	" "	1,100 "
University of Cincinnati	" "	1,000 "
Oberlin	" "	800 "
THE SOUTH		
University of Virginia	Estimated at about	2,500 men
" " Texas	" "	2,500 "
" " Tennessee	" "	1,500 "
Vanderbilt	" "	1,400 "
University of Kentucky	" "	1,100 "
Tulane	" "	900 "
University of the South	" "	700 "
" " Arkansas	" "	700 "
Hampton Institute	" "	500 "
Tuskegee Institute	" "	400 "
THE WEST		
University of California	Estimated at about	3,000 men
" " Washington	" "	2,100 "
Stanford	" "	1,400 "
University of Colorado	" "	900 "
" " North Dakota	" "	500 "

As may be imagined, there are rival candidates among the colleges for the largest percentage in the war service to the total number of graduates and undergraduates. Among these rivals are Harvard, Princeton, Michigan, Williams, and the University of Virginia.

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THE VANISHED SCHOOLMASTER

BY HERMANN HAGEDORN

I hear him laughing down the hall somewhere
To think that any one should call him dead
Or talk as though the best of him had fled
To some blue haven of the upper air.

Make no mistake. Glad, calm, and strong to bear
Burdens, he walks these halls, high-spirited,
With you and me in his great heart and head.
We may not see his face; but he is there.

And he will still be there when you and I
Climb feebly the long hill and turn to view
Our gaudier grandeur and our noisier fame,
And see a desert; while afar his cry
Shakes into manhood boys he never knew
And kindles hearts that never heard his name.

IN AN EMPTY CLASS-ROOM

BY VERA M. BURRIDGE

Dear God, be near and very kind
Unto my children fair
Now fighting in the fields of France,
And make plain to them there

The truths they sensed half-shamedly
Amid last June's bright flowers:—
The Charter, and the faith of Joan,
Are their trust these red hours.

Show them they bleed for Shelley's dream,
Fight at Burke's side for right;
God against demon, Milton's theme,
They live each horror-night.

With them alone free history lives,
Shines beauty's saving sun:
Complete, O Lord, the teaching them
That I had just begun!

THE BATTLE OF CHATEAU THIERRY AND BEYOND

BY JOSEPH H. ODELL

SPECIAL CORRESPONDENT OF THE OUTLOOK IN FRANCE

CHÂTEAU THIERRY! The name has been hanging over the consciousness of Paris for many weeks and about it has clustered all the hopes and fears of the Allied cause. It seemed to us like either the first or the last syllable of Armageddon. The old town is only about forty miles from Paris, and the Huns held it in the middle of July. Château Thierry! What would it prove to be? Some thought only the starting-point on the last lap of the Boches' journey, and then the sack of the richest and fairest city in the world! But Château Thierry is on the Marne, and the Marne has proved to be the River of Death to Kaiserism. On the south side of the river lay more than one division of American troops—pure-blooded, high-spirited United States men, who strained upon the leash which wise generalship imposed on them. They were told to hold the line, but they did not. The American idea of holding a line against the enemy is to advance and drive the foe from his positions. That is exactly what happened—one of those splendid plus-duty affairs which history will write about stupidly for many a generation to come unless some poet appears who loosens an epic and startles the world.

Good fortune placed me near enough to this Gettysburg of the world war to get into it. Clarence Buddington Kelland, of the "Saturday Evening Post," and now of the Y. M. C. A. Publicity Department, accompanied me. We had a French automobile, which we loaded to capacity with cigarettes, gum, chocolate, and tobacco. The driver was a wounded American soldier wearing the Croix de Guerre who had never manipulated a French car before. We started out of the city on a zig-zag, ricocheting from almost everything we met. The time was three o'clock in the afternoon, and our progress for the next ten hours was thick with thrills, alarms, perils, and labors. We stuck in the mud and needed a platoon of infantry to push us out. We ran out of gasoline, and it cost a liberal libation of American cigarettes to bribe a supply from a French convoy commandant. Our radiator dried up, and the engine threatened to incinerate itself; but an artillery outfit finally furnished water from a swamp a full half-mile off the road. We got mixed up with a division going to the front, and had to take our place in a thousand slow-moving *camions*. We threaded our lightless way through heaps of ruins which were once respectable villages, the only illumination being the lurid horizon, on which the artillery belched a dull-red fire. Kelland sat on heaps of tobacco and sang many popular songs in a church-choir voice. I tried to forget that I was hungry, thirsty, cold, and aching in every joint. At 1:30 A.M. we pulled into the desolation which had once been Château Thierry and found the headquarters of the Military Police. The M. P.'s were Philadelphia policemen at home, and there amid the Boche devastations we discussed the most baffling of all municipal themes—how not to govern Philadelphia on civilized lines; and the Vares and McNichols and Penroses and the Wanamakers and the Rittenhouse Square accessories would have been amazed and somewhat pained to have heard what we said about them in the early morning drizzle with the German rear-guard guns punctuating our conversation.

Why do Americans persist in differentiating between the German military caste and the German people? They were ordinary Boche regiments which held Château Thierry, and when their evacuation of the place became obviously necessary they set about to destroy and pollute everything within reach. Remember, this is not hearsay; I went into Château Thierry on the heels of the American advance and saw things with my own eyes. Every vandalistic, Hunnish, fiendish, filthy thing that men could do these Huns did in Château Thierry just before they left. The streets were littered with the private possessions of the citizens thrown through the windows; every bureau and chiffonier drawer was rifled and its contents destroyed; in the better-class houses the paintings were ripped and the china and porcelain smashed; furniture was broken or hacked; mirrors were shivered into a thousand fragments; mattresses and

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upholstery were slashed; richly bound books were ripped; in fact, there was hardly a thing in the city left intact. The houses of the poor, in which the German privates had been billeted, were just as badly pillaged and devastated as the homes of the well-to-do. The church, grand enough for a cathedral, had not been spared. Its paintings and altars and crucifixes and stations of the cross had been ruthlessly battered and defiled. Yet even this does not tell the story—a story which cannot be told to people who respect decency—for the Germans left tokens of physical and mental obscenity in every house I visited, and I entered scores. If all hell had been let loose in a choice suburban town for half a day, it could not have put its obscene and diabolical mark on a place more unmistakably than the Germans put theirs on Château Thierry. I stood amazed that there could be so much unrelieved vileness, such organized beastliness, in the world.

This brings me to the question of how the Allied nations feel towards Germany—a question which I have been at no usual pains to study. France is the most difficult to describe. In the main the French are in the struggle to free the northern part of their land from a devouring monster. They are too busy in self-defense to indulge in moral psychology. Wherever the German foot has trod there is nothing left but ruin; not an object of art or a subject of sentiment has been spared. They are holding back a monster which is trying to ravish and rape them, and they fight with a mingled sense of fear and horror, which is shot through with a vivid consciousness of personal and national honor, innocence, and righteousness. The British are somewhat different. They have a feeling that their incomparable navy protects them, and that their land fighting is an over-plus contribution to the general cause of decency and civilization. It would not be true to say that the average Britisher hates the Germans; rather he looks upon them as an unexpectedly horrible atavism, a frightful blend of tiger, snake, and ape, an exaggerated type of Caliban, a section of the human family which has become physically, socially, and morally insane—a something repulsive, loathsome, foul, dangerous, and racially fratricidal which must be curbed at any cost. The British do not hate the German; they simply vomit lead into them whenever possible because of utter disgust. Our Americans are in another class. Thus far our knowledge of German brutality and villainy has been somewhat remote, except for the troops that have seen such sights as they and I saw together in Château Thierry and the adjacent villages and towns. Americans despise the Germans as men who do not know how to play fair or fight clean or keep the common covenants of civilization. Hence we still hold the crusading spirit. We fight as the saviors of our gallant allies, who need help after four years of struggle against prostituted science and skill. Our Army has a mission, a sacred mission, and from the officer in command down to the lowliest enlisted man there is a feeling of dedication. They are all fighting for a cause, and each is the champion of all that is fine and holy and worth-while in the world. Later, after closer contact with the Hun, something more bitter or repugnant may enter into the feelings of the Army; but the present mood is so sublime and vicarious and stern that it assures victory.

But to come back to Château Thierry. Kelland and I dropped onto a mattress in a looted and wretched bedroom and slept until morning. (This was the first of several nights through which I slept in my uniform and boots.) The battle was on a conflict which many believe to be the turning-point of the war. It was also the first time in which division after division of American fighting men were thrown into the fray. But a battle which is being waged over a front of seventy or eighty kilometers, which lasts for weeks and engages hundreds of thousands of men, cannot be described by any one correspondent. Fortunately, I am not accounted a war correspondent, and therefore may evade the main issues. After three hours' sleep in the wrecked cottage, we had breakfast in a shell-mined garden. A good breakfast it was, too—coffee, pancakes, and strips of bacon, not served with Ritz *finesse*, but grabbed by healthy, hungry men who were glad to eat it standing.

Just when I had finished that rough but wholesome repast a wet, muddy, disheveled, but jaunty figure in khaki hove in sight. The wings on his blouse left no doubt as to his unit.

"Where in the devil am I?" he asked.

"Château Thierry," I replied.

"Thought I was safe," he said. "Saw a blue car, and knew the French were around. . . . Afraid at first I had landed inside the Boche lines. . . . Got mixed up in the clouds and had to land in a potato-field across the river . . . waded the stream. . . . Must telephone back to headquarters. Where is the nearest station? . . . Thanks, I'll be back for some coffee in a few minutes. . . . Think I can get the machine up again later in the day. . . . Need some gas—that's all."

He was only a boy, but self-possessed and master of himself to the utmost degree. His *sang-froid* was perfectly charming in the gray dawn of the morning.

Then we found the Y. M. C. A. attached to the —— Division. Although it was only 6 A.M., every man—there were seven or eight secretaries—was already up and shaved and at work. Their unit was moving to the extreme front that day, and, by rare good luck, it was a unit in which I had served as chaplain. Many of the officers knew me personally, and accepted me without question as a part of the outfit. This gave me a chance to see everything that was worth seeing in the way of war. I still had some supplies of cigarettes, tobacco, chocolate, and chewing-gum left, but I was able to secure more from the Y. M. C. A. stores, which had kept contact with the moving troops. At this point I picked up Francis B. Sayre, President Wilson's son-in-law, and E. Harold Cluett, of the Y. M. C. A. War Work Council, and under the guidance of Colonel ——, the Division quartermaster, we started together for the sanguinary front lines.

The story of our journey is altogether too gruesome to tell. As we passed along roads and through fields we saw sights which will haunt me till my dying day—dead Germans in every grotesque posture, just as they fell; an American soldier by the roadside with his head blown utterly to pieces; the abandoned arms and clothing of soldiers littered everywhere; groups of our own wounded and gassed boys, to whom we gave such comfort of cigarettes or chocolate as the medical orderlies would permit; torn battalions or decimated platoons halted for a moment and again moving into action; a well-known Yale athlete carrying out urgent and perilous tasks in the intelligence department; convoys carrying food and ammunition forward in spite of heartbreaking difficulties; and, last of all, a machine-gun battalion holding the last edge of woods between the Allies and the German forces. No one could go any farther to the front than we were at that moment. We were in the van of one of the bitterest battles of the war—the fight that was to drive the Boche out of the Soissons-Rheims salient, deliver Paris and teach the Hun once for all that America was to be the decisive factor in the struggle. In those fateful woods Sayre, Cluett and I had a supper which will tell its own story. We ate cold roast beef (really tender), hot macaroni, boiled potatoes, bread and jam, and coffee. It was all well cooked and we had more than enough. Will the dear, coddled, secure, and war-tax growling American at home remember that this is how we take care of our fighting men who are within range of German machine guns and rifles? Of course there are instances where American troops outrun their field kitchen and suffer—I found men who had not seen food for forty-eight hours during the awful stress of an attack—but such cases are not the rule.

We gave away our supplies to men who hardly had time to smile in return; we spoke words of cheer and encouragement to those who had looked death in the face and whose souls were on the verge of eternity; we talked of loved ones and home when such heavens and havens seemed the most remote things in the universe; we offered our friendly services to heart-sick boys who never expected to see another friend on earth. And, gratified though they all were, they took it for granted because we wore the Y. M. C. A. badge, and the Y. M. C. A. men are always in the van of the advancing army where the soldiers need friendship and comradeship.

But let me tell one story of this terrible experience with the machine-gun company on the edge of the woods. If the Y. M. C. A. had no other testimony to offer in evidence of the confidence our soldiers have in its integrity and efficiency, it would be enough, more than enough. In the twilight an enlisted man walked up to me with perfect confidence, pointed to the red triangle on my arm and said, in broken English:

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"Maybe I get killed, like the others; you send my money to my mother?"

I asked him where his mother lived, and he replied, "Metilin, in Greece."

It seemed a long cry, but I promised, hoping that some way I might be able to get the money through.

He disappeared, and in less than ten minutes returned with eight hundred and fifty francs in French currency and one hundred and eighty dollars in American bills.

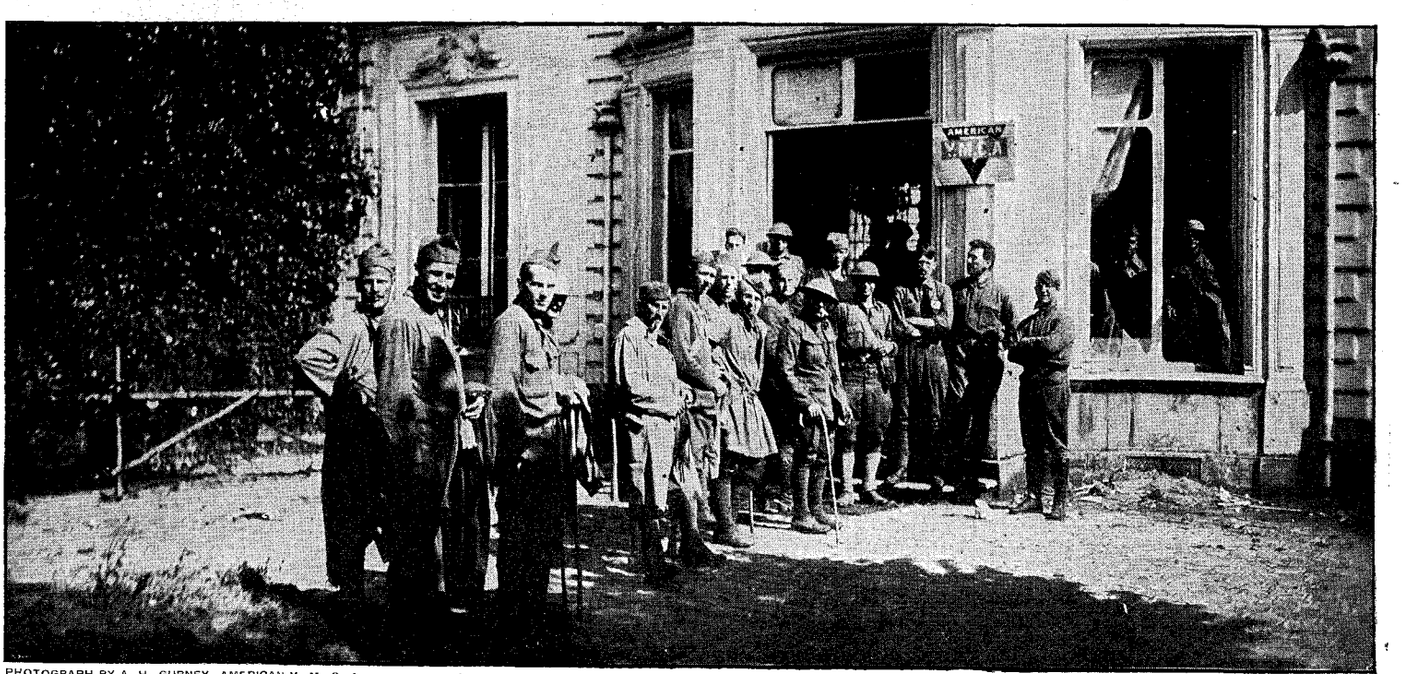
After receiving the treasure I began to write a receipt, when the man said: "No bother about receipt. You Y. M. C. A."

When I returned to Château Thierry, still under bombs and still a wild welter of surging French and American troops, the Y. M. C. A. financial secretary took the money as calmly as if he had been a Wall Street or Broad Street banker, saying: "All right; I'll send a receipt to the company commander and transmit the amount to Greece, through Paris, by the next mail."

Of course there were casualties in Château Thierry and to the north. The Allies could not wipe out that impertinent and audacious salient between Soissons and Rheims without paying toll. Château Thierry had several field hospitals, at least one for each division engaged. Francis Sayre and I worked in one of them, and particularly with the men who were being carried in from the ambulances. They came in a sickening stream; doctors, orderlies, and stretcher-bearers were tired out and were working on their nerve; the patients ranged all the way from shattered and perishing hulks of humanity to slightly gassed cases and mere flesh wounds. Every one was too busy to answer questions, so we read the dressing station tags tied to the patients and avoided giving cigarettes to the gas cases. How wonderful these men were! As we lit a cigarette in our own lips and put it between the lips of the wounded man he *looked* his gratitude far more eloquently than words could have fashioned. Only once, and that in the surgical ward, did we hear a cry from those broken men, and then it was a dying boy who sighed with his last breath, "Mother, oh, mother!"

Far spent and on the verge of nerve collapse, Sayre and I turned away and walked silently back to the Y. M. C. A. The canteen was in a stately mansion, or what once had been a stately mansion before the dastardly Hun had blasted its beauty. In the courtyard and far out into the street there stretched an apparently endless line of men awaiting their turn to get to the counter. After the foodless days and bedless nights and bloody battles all they asked was a package of cigarettes, a square of chewing tobacco, a bar of chocolate, or a quarter of a pound of crackers; they were willing to stand in line for one or two hours for the privilege of making that simple purchase; they were as quiet and orderly as if they had been entering church. Then darkness fell. In one sense it was a mercy, for the Y. M. C. A. canteen men were ready to drop from utter weariness; in another sense it was a tragedy, because several hundred war-weary and nerve-spent men could not buy what they wanted most. Then it was that the spirit and the mission of the Y. M. C. A. were revealed; in order to give no guidance to the Boche airplanes lights were not allowed in Château Thierry and the secretaries could not see to sell or to make change. So they solved the problem by walking down the long waiting line with baskets, and giving, absolutely free, to each man what he wanted most—cigarettes, tobacco, sweet biscuits, or chocolate. Then the line melted away. It was a very fine thing and typifies the spirit of the Y. M. C. A. When the men have money and time to purchase commodities, the Y sells what they need at reasonable rates; when the moment of extremity comes, particularly at the front, and our fighting men have no chance to buy, then the Y gives everything away, without question of creed or race; and that is perhaps the noblest of all its noble work.

I am finishing this article in the refined security of a Paris hotel looking out across the beautiful Tuileries gardens—thanks to the brilliant counter-offensive of the united Allied forces. For the first time in many days I have changed my clothes, washed my body, and slept upon a bed. As I look back I ask myself what impressed me most, what seemed the greatest thing I had seen in all the phases of the terrific battle; and I answer without hesitation, the unselfishness and valor of the Y. M. C. A. men. They were either too old to fight or were physically incapacitated, yet they had crossed the ocean to face the hazards of war out of sheer love for the imperiled cause or for the cheer and comfort of the fighting men of our Army; they asked for no financial returns and looked for no badges of glory; but wherever the danger was the greatest or the opportunity for service the most obvious I found them—bankers, stock-brokers, preachers, university professors, manufacturers, professional men—working cheerfully, radiantly, persistently, and seeking neither praise nor reward. It was the Gloria in Excelsis of humanity. There may be defects in the administration of the Y. M. C. A.; it may rest upon a narrow theological foundation, and may make unreasonable exclusions at home; it may admit small men now and then to its personnel; but at the battle-front, where our soldiers are fighting and dying for all that our hearts hold dear, the Y. M. C. A. is a blazing, glorious, unmistakable evidence of the presence of God.



PHOTOGRAPH BY A. H. GURNEY, AMERICAN Y. M. C. A.

AT CHÂTEAU THIERRY AFTER THE GERMANS WERE DRIVEN OUT

This is just a part of the line waiting their turn to get up to the counter of the canteen which the Y. M. C. A. opened in a château in Château Thierry within twenty-four hours after the entrance of the Franco-American troops. The line was unbroken from 9:30 in the morning until 8 at night, with an hour out for "eats." This was one of the very few houses left intact in Château Thierry, but its contents had been destroyed

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MAKING THE MAIMED WHOLE

WHAT OUR WOUNDED SOLDIERS CAN LEARN FROM DISABLED MEN WHO HAVE BEEN EDUCATED FOR EFFICIENCY

Hospital ships are beginning to bring back to us the victims of the war—men who have been gassed, men who have lost arms or legs, men who have become blind, or who in other ways have suffered disabilities which will make them temporarily at least unable to engage in any useful work. To enable these men to become again useful members of society, self-supporting and self-respecting, is one of the greatest obligations resting on the people of this country, for whose sake these courageous men have suffered disablement and mutilation. The following accounts of men, some of them civilians and some soldiers, who have "made good" in the face of dire misfortune ought to prove inspiring both to our wounded men who may chance to read them and to the educators whose work may concern itself with the restoration of the crippled men who are certain to come under their care in ever-increasing numbers. In the first article Mr. Lacy Simms, Superintendent of Schools in Otero County, New Mexico, tells how he became self-supporting and the support of a family of seven, though handicapped with the loss of both hands. In the second article Mr. F. H. Potter tells of Italian work for mutilated soldiers, giving some striking examples of men who have done fine things as a result of their new training. In the third article Mr. James J. Wilson tells his own story of beginning his life over again after an accident, his remarkable account being vouched for by Dr. R. L. Cameron, chief surgeon of the Republic Rubber Company of Youngstown, Ohio, with which company the young man was employed at the time of the accident.—THE EDITORS.

"USEFUL AS OTHER MEN ARE"

BY LACY SIMMS

COUNTY SUPERINTENDENT OF SCHOOLS, NEW MEXICO

AT the age of six I lost both hands by having them mangled in a cotton gin. They were amputated immediately, about half-way between the wrist joint and the elbow. Before the arms healed and the stitches were removed I had already learned to use my feet well enough to play marbles and to put my hat on and off with them. When I wanted to do a thing, I never failed to try to do that thing at once, and in most things I have finally succeeded, and am still learning to do things at the age of thirty-one.

As soon as my arms healed I began to use them at once, learning rapidly from the start to do most of the things I wanted to do, and I soon forgot I didn't have hands, until one day, at the age of thirteen, because of the curiosity of other people, I held my arms in front of a mirror, and then, apparently for the first time, realized that I was different from others.

For some reason, I was permitted, while quite young, to visit away from home a great deal, and this took me away from the home folk, who were inclined to help me too much possibly, and threw me on my own responsibility and resources. I can trace many of my attempts and successes to this. "Necessity is the mother of invention" and "Where there is a will there is a way" are possibly the world's greatest success axioms.

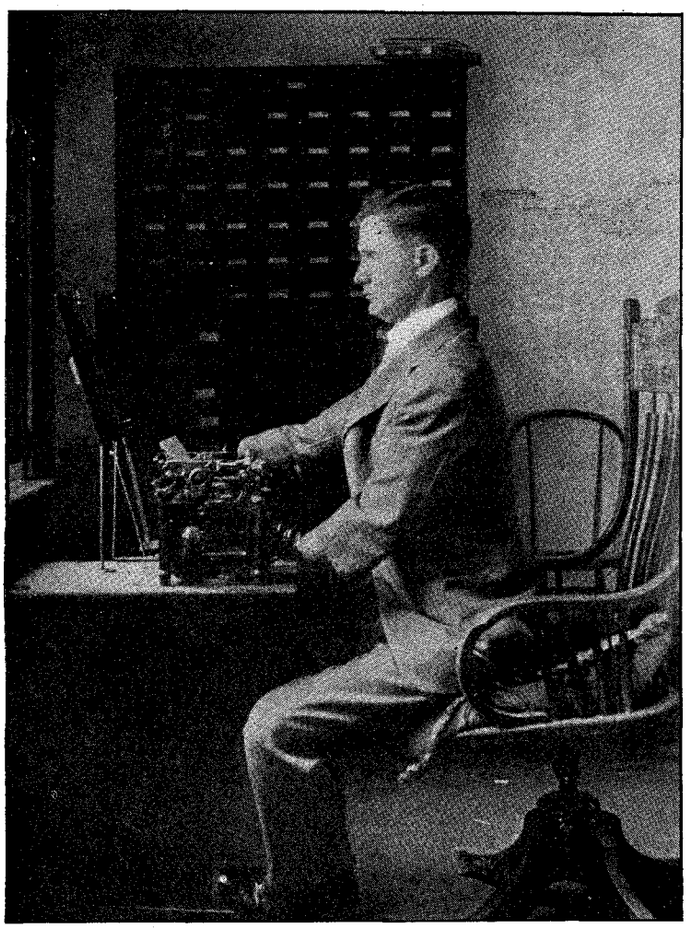
I started to school at the age of eight, did just what the other children did at games and in books, and soon learned to write with the pen or pencil held between two stubs (arms) and with no other help.

The necessity for further self-dependence increased when I was sent away to a boarding-school at the age of fourteen. After three years there I came home and taught school in an adjoining neighborhood.

After one year of teaching I finished two more years of academic work, and took a course in bookkeeping and other commercial studies, including shorthand, but no typewriting. Later I kept my father's medical accounts.

Some months after this my father, a practicing physician and surgeon in eastern Texas, lost his health, and our family came to New Mexico in 1905. Since that time I have taught in the public schools, done general work on a farm ranch, gardening, pruning trees, and irrigating. Have carried the mail for Uncle Sam on horseback, and finally became county superintendent of schools in 1909 for three years, having been the main support of the family of seven for seven years.

Having realized my need for further education, at the end of my first term as county superintendent I refused to be a candidate again, took what money I had, borrowed $800 more, went to Oberlin College, Oberlin, Ohio, and graduated from the four-year A. B. course in three and one-half years, majoring in sociology, with a minor in education. In college I worked for part of my expenses by mowing lawns, soliciting dry cleaning, selling books, etc. It wasn't easy to maintain myself in school and keep a $5,000 endowment insurance paid up. But



LACY SIMMS, COUNTY SUPERINTENDENT OF SCHOOLS, WORKING AT HIS TYPEWRITER

now, three years or less since graduation, I have repaid all borrowed money and have increased my insurance.

During the first year after graduation I served as employment secretary and educational director of the Akron, Ohio, Y. M. C. A. I resigned from the work voluntarily because,

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with more preparation and wider experience, I felt that I could return to my home county and get our rural schools out of a rut. Thus I am again county superintendent of schools.

If there should ever be any reason why I should not do educational work, I know that I could make my living as a gardener or florist, or, with capital, could become a successful farmer.

These are a few of the things I can do when necessary or do all the time:

Thread a needle, sew on buttons, pick up a pin or a dime from the floor, take my purse from my pocket and make change, go to market and bring as many bundles as the next one, work the combination on the lock box at the post office, play the piano, use the typewriter (slowly), dress myself completely, lacing and buttoning my shoes, buttoning all buttons except my collar button, undress with no help at all, eat with no help, using all eating utensils, black my shoes, shave myself with safety or ordinary razor, sweep the floor, build a fire, press clothes, and, in short, I have done and do the usual things of life, even to marrying a wife.

I have never before been persuaded to write or tell even a few of the things I have here written, and do it now only in the hope that the information or suggestions may help restore men to usefulness during and after the war.

I am in hopes, too, that I may be able to be of further service to our handicapped men, since I cannot go into the trenches. (But this reminds me to say that I hunt with rifle or shotgun. Last season I killed two wild turkeys with a .22 rifle.)

In addition to my general interest in re-education and rehabilitation, let me say that I have two brothers in the war, one in France in ambulance work and the other on a destroyer, either one of whom may need just such help in case he is wounded.

I would like to say, in conclusion, that the psychological element has been the deciding favorable condition in my life. Whether this mental attitude, which I have always had, is due more largely to things inborn or to the mental environment which my parents kept me in is hard to say.

I have never had any doubt but that I could be useful to the world and achieve a fair degree of what is called success. This is due, no doubt, in some measure to the fact that, in all my parents' planning for me and my future, they planned for my success, and never in my presence, or otherwise, I think, expressed any doubt that I would be useful as other men are.

Believing in the importance of the belief of others in me, and the consequent self-confidence so derived, I hold that the very first step in the rehabilitation of disabled soldiers is psychological—to drive out the "I-am-ruined, I-am-helpless, What-in-the world-will-I-do" idea. This must be supplanted with "Others have done, Others are doing, I SHALL DO."

Some may not need to get a new psychological attitude, and for such, opportunity, together with mechanical helps, perhaps, will be all they will need. For such, no doubt, it will be sufficient that each one should know just what hundreds and thousands similarly disabled are doing. Then they will attempt, and with perseverance will succeed.

I MUTILATI

BY FRANK HUNTER POTTER

HE had been blinded at the taking of Gorizia, and the Italian King, Victor Emmanuel III, stood by his bedside holding his hand.

"Neither I nor the country will ever forget the sacrifice which you have made."

"Ah, Sire," replied the soldier, turning his sightless face to the King with a smile, "my blindness does not make me so unhappy as you might think, for my eyes are still filled with a great light which will never fade, because of the last thing which they saw—the Austrians running away."

How much do most Americans know about Italians, anyhow? We see them coming and going from their work, with their picks and shovels over their shoulders. Few of us can speak even a few words of their language, so we are utterly unable to know what they are thinking or how they feel; and we call them "Wops" and "Dagoes" and "Guineas," and let it go at that. We complain that they have a Camorra, a Mafia, a Black Hand. The Camorra is simply the Tammany Hall of Naples, though it plays for smaller stakes. The Black Hand is nothing but a band of Italian criminals, like our gunmen. The name is not even Italian; it was invented by a New York journalist. The Mafia is a great secret society which extends over the whole of Sicily. Marion Crawford, who studied Sicily profoundly, believed it to be the descendant of one of the secret societies formed by the Greeks after the Roman conquest to keep alive the feeling of Greek nationality and loyalty.

How many of us know of the debt which we owe to Italy—no less a thing than the victory of the Marne? Italy had been the ally of Germany and Austria, and in 1914 France had to fear an attack on her southern border. It was not till Italy had assured France that she would at least remain neutral that Joffre dared to withdraw from the Italian frontier troops enough to enable him to win the battle of the Marne. If it had not been for this assurance, the German campaign would have proceeded as per schedule, and what might have happened is too horrible to contemplate.

Do we know that the refugees from the provinces occupied by the Austrians and the people who stayed behind in them have suffered as much as the Belgians and the inhabitants of northern France? It is a delusion to think that the Austrians are less cruel than the Germans; the history of Italy for the last hundred years proves that if the German is a brute the Austrian is a brute too, and a meaner one than the German.

The poor refugees and the inhabitants of the occupied districts have had no one to make the eloquent appeals for them which were made for Belgium and France. Italy herself has gone on caring for them, and, though she is not a rich country, she has shouldered the burden in silence, heavy as it is.

How many of us know that the Italian is the most responsive human being in the world? If you don't believe this, the next time you meet an Italian laborer on the road smile at him and say, "*Buon giorno.*" You need not be afraid of being misunderstood; it is the friendly custom of his country, as it used to be in the rural districts here. And I will wager a subscription to The Outlook that if you do it as if you meant it you will get back an answering smile which will surprise you by the way it changes that laborer's face. But it must be done as if you meant it. Five and twenty years ago Queen Victoria used to spend the winters in Florence. She used to drive out in a little victoria—did it get its name because she loved it?—preceded by a single outrider. As she passed, every one would turn and raise his hat. But the old lady was not always gracious in bowing back, and one day two peasants, outraged by a particularly curt nod, or perhaps none at all, ran out into the middle of the road and shook their fists after the carriage, and one called out, "You ought to go to our queen and learn how to be polite to poor people." Queen Margherita's bow, even to strangers, was a marvel. She would lean forward and smile, and her face would light up as if to say, "Why, where *have* you been all this time? It's *so* nice to see you back."

You have heard a lot about the Caporetto disaster. Do you know that that was the result of sheer ignorance? With devilish ingenuity the Austrians selected a section of the line which was manned by elderly men—second-line troops—and showered it with fake copies of Italian papers which said that peace would soon be declared; and the poor Italians believed it. So, when the Austrians appeared, crying out, "Peace has come," they let them into their trenches, and then the Austrians bayoneted them. There was nobody to undeceive the poor men. An Italian general told the *Sindaco* (mayor) of Rome that if the American Y. M. C. A. had been on that front the disaster would never have happened. Our men would have "put them wise;" and

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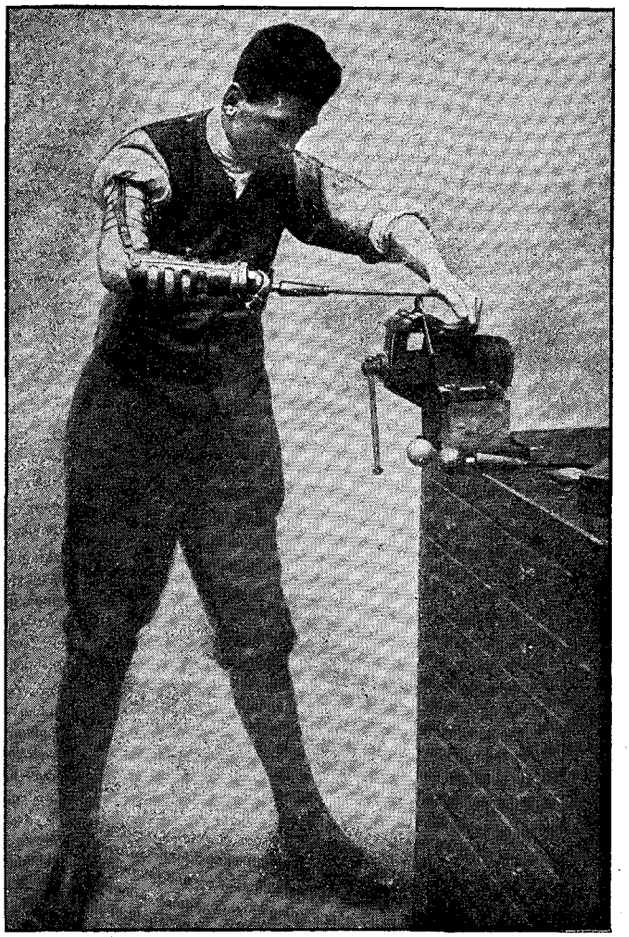

THIS MAN, WHO HAS LOST HIS FOREARM, IS ABLE TO GO BACK TO HIS WORKSHOP

AN AGRICULTURAL LABORER CAN STILL WORK, ALTHOUGH HE HAS LOST THE LOWER TWO-THIRDS OF HIS ARM

that their own officers did not do so gave rise to some very ugly charges which it is not necessary to repeat here.

Do you think that the Italians like to be ignorant? No, indeed. Let me tell you the stories of two soldiers. One man, a shepherd, who before the war was not able even to read, was blinded. In the hospital they began to educate him and to train him in something which would enable him to earn his living. One day he was overheard saying to a comrade that he would rather have knowledge and inner vision than eyes blinded by ignorance.

There was another, a Sardinian peasant, who had lost his left arm and leg and three fingers of his right hand. It had been his dream from childhood to go to school, but he had never been able to. He said to one of his teachers, "The loss of my arm and leg has been the best thing which ever happened to me, for in compensation I have realized my dream." In a year he learned to read and write and typewrite, so that he can earn a livelihood, and, in addition, he has developed such an inventive faculty that he has been able to devise an artificial hand for a violinist who had lost his own, and now that man can play in an orchestra and earn his living too. The Italian peasant does not hug his ignorance; he laments it, and is only too grateful for a chance to learn.

The Italians have developed wonderful schools where these *mutilati* are taught useful occupations. The men learn cobbling, basket-making, typewriting, telegraphing—a hundred different trades—each man that for which he is best fitted. The blind, in particular, invent new and wonderfully graceful forms of baskets. Don't you want to help these men who face their misfortune so gallantly, you who read this? If you do, send what you can spare to Mr. Alessandro Oldrini, in care of the Guaranty Trust Company, 513 Fifth Avenue, New York City, for the American Committee in Aid of the Italian Refugees and the Soldiers Crippled in War, and every dollar of it will be wisely spent. Italy is doing what she can, but she cannot do it all.

A *bersagliere* had lost one leg, but had learned to ride a bicycle, and was employed as a despatch-bearer. In an Austrian attack he was wounded to death, and as he fell he raised himself up, hurled the crutch which he carried on his wheel in the faces of the approaching Austrians, and fell back dead. Are not such soldiers as this worth helping? And is it not time for us to pay some of the debt which we owe to their country?

"THE WORLD A VERY CHEERFUL PLACE"

BY JAMES J. WILSON

WHILE employed by a rubber company in the spring of 1916 my hands were caught in a large roller and badly crushed. I was taken to a hospital, and there it was found necessary to amputate the left hand two inches above the wrist. The right hand was in a serious condition, but at the time of the accident it was thought that the hand might be saved. In the course of time the hand became infected with gangrene, and it was necessary to amputate the digits. After the latter operation the remaining palm gradually healed, but to assist nature in her work skin-grafting was necessary.

As the result of the operation, I was left with a badly mutilated stump on my right hand and a stump on my left arm with which to perform my daily duties. I might be expected to be discouraged under such circumstances; but, partly by studying the hospital life about me, and partly by setting my mind on some small task, such as trying to hold a pipe with my stumps and succeeding only after many tiresome attempts, I ceased paying much attention to my affliction. Then I set about overcoming the many difficulties before me. I did this with high hopes, and forgot to a great extent that I had met with a

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serious misfortune. After five months I left the hospital and began my new life in the world at the age of nineteen.

I had many things to learn, but as I overcame my difficulties I found myself gaining skill and confidence. I worked out a system for learning my many tasks by taking one simple thing at a time and working on it until I could do that single operation perfectly, regardless of the time it would take to learn it. I was baffled for nearly three months in my attempt to fasten my collar, but finally, with the aid of a button-hook, I mastered the task. That was the greatest achievement in my life, and I shall never forget how happy I was when I could button my collar as rapidly as I had in the days before the accident. Tying my tie was another serious difficulty, but a month after I had learned to button my collar I had the right twist and turns for the necktie. How happy I was when I reached the milestones in my journey to independence! I had a special reason for wanting to learn these things, for my mother had promised to send me to a boarding-school as soon as I could dress myself.

I now turned my attention to eating and serving myself at the home table and in public restaurants. I could not hold a knife or fork satisfactorily until I had a lucky thought. While in the hospital I had held my fork in the folds of the dressing. I recalled that idea, and now I thought of utilizing the leather covering that I had been wearing on my right hand. I had a little pocket sewed onto the mitten about the width of an ordinary fork handle. This was a decided improvement over the use of the hospital bandage. I now could cut meat, as the knife was held rigid in place, but the main use of the pocket was the holding of a fork.

There were a great many tasks I had to learn to perform. For instance, I had difficulty in taking money from my pocketbook, until I hit on the idea of carrying it in a long wallet in my inside coat pocket. Then I could push the pocketbook upwards so that I could reach it with my teeth. The money may be returned to the pocket in the same manner—that is, by holding it with the teeth and drawing the coat and then letting the purse slide back into the pocket.

Another idea came to me, and that was a way to use a razor. I purchased a safety razor, taking care to select one having a handle that would fit tight into the pocket of the mitten. I now can use a safety razor as well as if I had hands.

My mind was now directed towards an education, and, as I was perfectly capable of taking care of myself, I prepared to enter a boarding-school.

There was a great problem on my mind which seemed very hard to solve, but after a little study I succeeded. I wanted a simple device with which I could write rapidly and easily.

I experimented in many ways until I thought of a device that has proved nearly perfect. A piece of aluminum was fitted to the palm of my right hand, about 4¾ inches in length. Then it was bent around the end of the stump so that a swivel could be attached which, when in position, would be near the top of the hand. The construction of the swivel was very simple. It consisted of a small rectangular-shaped piece of aluminum, about 1¾ inches in length and ⅜ inch square. Inside the box were two springs slightly oval in shape when fitted in place. A pen or pencil inserted in the box could be held at any angle. Either pen or pencil could easily be inserted or removed. I inserted the pen by placing it on the desk or by holding it with my teeth. To remove the pen I would hold it with my teeth and pull it out in that manner.

Now that I had a device to use, the next thing was to learn to write with it. That kept me busy for some time, but after practicing an hour or more each day for about a month I finally succeeded. Although it was very tedious, I found out that the time spent in teaching myself to write has paid me many times over.

I was encouraged much more after I had learned to write, and I began to get ready to enter school. In order to be efficient in all things that were necessary to perform each day, I began to practice everything that was of importance to me. I

JAMES J. WILSON AFTER THE ACCIDENT

tied my tie several times each day. I also wrote an hour or two more than I had been in the habit of doing. In fact, I did everything that would aid me when I was dependent on myself.

In September, 1917, at the age of twenty, I entered Phillips Academy, Andover, Massachusetts, where I have been studying entirely alone and without assistance, except that I have my meat cut in the school dining-hall. I also do the work that is required of a student taking the regular Latin course. I am in no way troubled about writing, and it gives me a great deal of pleasure to be able to keep up with the other students.

As a result of my experience, I wish to send words of cheer to all who find themselves placed in a similar position, whether from injuries received in battle or in an industrial plant. It is a great misfortune to be deprived of limbs or eyes, but if every person thus handicapped will think only of the opportunities, and not of his handicap, and most of all keep up his courage by constantly training himself for the duties of life, he will before long find that he is independent and self-supporting. Now that I have learned what I can do for myself, I am anxious to help others who are still held back by their infirmities.

If any one wishes such information as I can give, I shall be very glad indeed to answer any questions. At first the tasks seem very difficult, but after a short time they gradually grow easier until no effort is required to perform them. If those who have met with misfortune will think of the world as a very cheerful place, they will soon find it so, and will pay very little attention to their handicaps.

Youngstown, Ohio.

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TYING HISTORY TO LIFE

BY J. MADISON GATHANY, A.M.

HOPE STREET HIGH SCHOOL, PROVIDENCE, R. I.

FOR every effort there must be some incentive. Part of the business of the teacher, the parent, any one, in fact, who has responsibility for the management of children or young people, is to provide proper incentive for learning. If the incentives are simply temporary—such as the desire to avoid immediate trouble or punishment or humiliation—the quality of the work that the boy or girl does will be different from that which is done under another kind of incentive. The technical term used by teachers to designate the art of supplying the right kind of incentive or motive for study is "motivation."

WHAT MOTIVATION IS

If I understand the term properly, motivation may be said to mean the making of school work significant to those who attend school. It is the putting of content, meaning, and value for students into the school work done by students. Motivation has to do with the articulating of subject-matter to the experiences, the questions, the desires, of those studying. In motivation the pupil, his attitude, his interests, his motives, his problems, and his usefulness in society are the primary considerations. The pupil's work is motivated whenever he sees a real use in it, whenever it satisfies some need he feels. In motivating school work it is the teacher's business to supply desirable and adequate motives. And motive is more than incentive and more than interest, though there can be no motive without incentive and interest. Motive impels the pupil to self-expression and self-realization. Motivated school work allows no quarter to meaningless reciting. Motivated work never crushes the pupil, never discourages him, and never drives him out of school. And the teacher who believes in motivated work consciously teaches his subject in terms of its value to the individual taught and in terms of its value to society. Non-motivated work is useless work. More than that, it is highly damaging to both teacher and pupil. It prevents the teacher from becoming his best and leads the pupil into habits of inattention and dishonesty, and to an utter dislike of school work. The arch-enemy of motivated work is the smug satisfaction and the smug complacency of teachers and of school officials concerning the value of work done according to traditional, academic, and formal methods. And it is only logical to add that no one can truly lay claim to being an educator or a first-class teacher who does not possess the experimental attitude and who does not actually experiment.

WAYS OF LOOKING AT MOTIVATION

There are many different ways of looking at the motivating of work in history. It would be quite proper to say that history study is motivated if the pupil is led to see that he should study history so that he may stand at the head of his class in scholarship, that he may win a prize, that he may hold public office, that he may become a better conversationalist, that he may be known as the best-informed person in town in history, that he may enter college more easily. His study is motivated, too, if he becomes interested in the study of history just because it is history.

But, for my part, I have no desire to discuss motivation in the study of history on any such grounds, no matter how worthy such grounds are in the opinion of others. To me such motives are entirely unworthy the study of history. They are ephemeral. They are not significant enough. They stand for too little. And they can't make of the young citizen what ought to be and can be made of him for a democracy.

THE HISTORY CLASS A DEMOCRATIZATION FACTORY

If the teacher of history is to make the teaching of history perform its true function and truly motivate the study of history, he should consider his history class-room a democratization factory. By this I mean that he will render his pupils democratic. And this, in turn, means that the pupil is led to appreciate how democracy has come to be, what it now is, what its fundamental problems are, what his personal relation thereto is, and what his function therein is. And withal this means that the study of history is not truly motivated unless and until the pupil by such study has been developed into a thinker and not into a mere believer.

BASES OF THIS CONCEPTION OF MOTIVATING THE STUDY OF HISTORY

But such a conception of motivating the study of history depends upon the teacher's conception of the meaning of education, his conception of history itself, and his conception of why and how history should be taught.

THE MEANING OF EDUCATION

The history teacher's conception of education must be freighted with meaning for surpassing the idea that it is "nice" to be "educated," that it is the thing that is expected to be done, that pupils will have a better standing in "society" if they are educated. No. The history teacher will view education as *the key to National development*, as the channel through which to instill in young citizens a National spirit, as the means by which the needs of the pupil are linked up with the needs of the community, as the avenue by which pupils become acquainted with city, State, and National ideals and activities, as the opportunity to build up within the young American a higher and a more useful ideal of citizenship.

CONCEPTION OF THE PUPIL

Truly motivated history study—motivated as I have suggested—also depends upon the teacher's conception of those to whom he teaches history. If history study is to be motivated in the interest of both the pupil and democracy, those taught must not be regarded as sand pails, as empty vessels, to be mechanically filled with facts, as spectators acquiring mere information and knowledge. Nor can the teacher regard himself as an appointed purveyor of information and facts. He will regard his pupils as human beings who are in the school for fruitful experiences. He will think of them, not now and then, but all the time, as citizens in a democracy, citizens capable of thinking for themselves, capable of appreciating public activities, capable of understanding social problems and politics. He will look upon his pupils as adolescents who are in the period of hero worship and of the formation of ideals, a period in which there is unlimited opportunity for developing guiding habits of life, intellectual, moral, and social. He will consider them, not as bits of an educational machine which starts up late in the morning and stops early in the afternoon, but as a group of human units who are to help shape America's future.

CONCEPTION OF HISTORY

For truly motivated work the teacher's conception of history must be that history is not merely the *record* of man's life. That view of history is the traditional, the conventional view of it, and makes history *form* and not *content*. It lines out history as events, dates, facts, and statistics that *have been*, as data to be mastered in intellectual ways, as subject-matter to be verbally learned and learned in a given chronological order, as matter to be studied for its own sake, as "pages" of a record mechanically assigned. History is not merely the record of how battles were fought, of how kings succeeded kings, of how nations met nations, of how races fought races. History is not merely the record of man. It is more than that. It is the *life* of man. History is a forceful, active, living thing, not an accumulation of results or a mass of information which possibly may be of use *at some future time*. History is dynamic. History is the problems of mankind. History is the struggle of ideals, the struggle which produces a higher and ever higher civilization. History is the evolution of democracy—democracy that is enveloping the globe. History is how people have lived, toiled, and struggled; is what people have thought and think about religion, God, science, and human relations. History is the pages of life, not the pages of a book. History is the *experience* of individuals and nations. History is ideas and ideals that persist. History is the present. The present war is history. The struggle between

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the railways and organized labor is history. So is the Russian Revolution of 1917. These and the like should be studied now—now when they are trying men's souls, now when they are matters of public and private discussion, now when they are determining the attitude of men and women toward public duty, public morality, and public honor. Current history should be considered history just as truly as past history should be considered history. Current history is making future history just as truly as past history has made current history. Such is the conception of history for which the teacher of history ought and must fight if the teaching of history is to be motivated in the interest of the social and the political needs of a democracy, which needs are paramount to any and all other needs.

WHY HISTORY SHOULD BE TAUGHT

Why should history be taught? That the mind may be developed, not that the brain may be stuffed. Why? That the pupil may become a thinking, participating unit in society. Why? That conditions, institutions, life, and issues may be significant. Why? That the pupil may have a sense of civic and moral responsibility. Taught that the pupil may see that the struggle of the Gracchi is always with us, that the Renaissance is always with us, that the English Revolution of 1688 is always with us, that the American Revolution is always with us, that the French Revolution is always with us, that the Civil War is always with us, and that the Russian Revolution of 1917 will always be with us and with posterity. This is why history should be taught. For it should be remembered that the great principles back of these and other great struggles of history are the principles for which men have lived and died, that for these same principles men now live and die, and that for these same principles men will ever live and die. History, real history, knows no past tense. The only things that have a past tense are the things which history has discarded. Thus conceived, history study will be organized around problems, because the teacher and the pupil will consider all true history as problems. For the teacher of history who carefully observes takes note that topics which are worth studying can and will be traced right back to real social problems, and that the problems of the past are essentially the problems of the present. Modern history is fundamentally ancient history in modern dress, in modern surroundings. The problems of the ancients are our problems. The great issues of society are always substantially the same. They are, generally speaking, questions of making a living, of privilege and opportunity, questions of finance, of faith, of belief, questions of who shall take part in government, and of how those who hold public office can be held responsible. History should be taught that the vital questions of the present may be studied in the light of the past without imposing authoritative views or conclusions on the minds of those studying. The study of history thus conceived is vitalizing, purposeful, and significant to the pupil, and does no less for the teacher than for the pupil.

WAYS OF MOTIVATING THE STUDY OF HISTORY

With such a conception of education, of the pupil, of history, and of why history should be taught as I have suggested, how can the teacher bring about thoroughly motivated work in the study of history? Can he bring the pupil to an appreciation of what democracy is and of what it should mean to live in and be a part of democracy? Can the teacher lead the pupil to realize through the study of history the value to him of becoming a thinker and not merely a believer? He can. But how? There are several ways, among others:

MOTIVATION THROUGH REVELATION

Trace with the class how the great central features of our present civilization have come to be what they are. Trace with care the growth of independent, compact, and powerful states without which no substantial progress could ever be made. Trace the process of the breaking down of barriers which once separated classes of men. Trace the gradual abolition of privilege. Trace the extension of political power to the common man. Trace the establishment of equality before the law. Trace the evolution of popular education. Trace the emancipating of religious thought. Trace the function of science in human affairs. Trace the effect of the application of steam power and electric power to machinery. Trace the status of woman in the various stages of human progress. Trace these and similar historical forces in their origin and development and see the light break in upon the mind of the youth. See how the study of history begins to be significant to him. See the desire arise in him to search further, to know more. See him begin to realize the terrible cost of our present liberties in time, in effort, in struggle, and in bloodshed. See him also becoming a thinker and not a mere believer.

MOTIVATION THROUGH COMPARISON

In history teaching definite comparisons should be made from the first lesson to the last lesson. Comparisons reveal points of likeness and of difference. The securing of public positions, the process of legislation, the relation of the individual to government, the responsibility of public officials, the variety and management of industries, the sources of wealth, the kinds and the value of money, the manner of living, the kind of dress, educational opportunities, the status of science, the status of woman, and the morals and the ideals of the peoples of the past should always be compared with those very things in our own day. By such comparisons the pupil himself will see and realize the long route traveled over to attain our present multiplex civilization. By this method the real value of our civilization and the pupil's relation thereto will be revealed to and realized by the pupil.

MOTIVATION THROUGH WORD STUDY

If I judge correctly, teachers generally take it for granted that pupils who recite well understand the vocabulary used, and if no questions as to the meaning of words and expressions used by the author arise, we conclude that pupils know fairly well the meaning of the author's terms. Investigation on the part of any teacher will reveal the astonishing fact that the core words of practically every lesson are understood by almost no one in the class. An accurate knowledge of the meaning of words is essential to significant study, clear thinking, and correct expression. "Any teacher knows that," you say. If so, why do almost all teachers, with the possible exception of teachers of English, almost wholly, if not entirely, neglect word study? Much should be made of word study if the pupil's work is to be motivated effectively.

The teacher of history is certain to find that almost no pupil in any of his classes can give an accurate definition of such terms as history, government, constitution, law, democracy, citizen, subject, bill, civilization, despotism, political party, a nation, a country, public utility, partisan, pacifist, anarchy, culture, religion, society, patriotism, morality, and hundreds of other terms which are constantly used in our text-books on history. If any teacher is inclined to doubt this contention, let him investigate this matter in his own classes next Monday morning. About two weeks ago I put to one hundred and forty-seven pupils in the four grades who are taking history work with me in the Hope Street High School the following question: "Does an accurate study of words make your study of history more interesting and more profitable?" I find among others the following answers: "Before we began our accurate study of the meaning of words I did more memorizing of what the author said than I do now." "It makes my work ever so much easier when I know the real meaning of the terms used." "Our careful word study has gotten me out of the dark." "I can talk now without groping for words." "It helps me in my other studies." "It is a satisfaction to me to know that I am using words correctly." "I like word study because it makes newspaper and magazine reading more interesting and more valuable to me." "An accurate study of words saves time, because I have noticed that it does not take me so long to prepare my lessons since I know the real meaning of words as I come upon them." "I read more now outside of school because my reading is more interesting to me." "It is valuable because it keeps one from misinterpreting what he reads." "Very often I find that a word has a broader meaning than I thought it had, and finding this out opens new ground for thought." "Word study opens up the meaning of the text to me, and this makes me like history better."

MOTIVATION THROUGH PREPARATION

By way of daily preparation pupils should be asked to write out and hand in answers to such questions as these: What are

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the problems in to-day's lesson that were before the people at that time? What kind of problems were they—financial, military, economic, religious, educational? Did they attempt to solve their problems? If so, how? If not, why not? What changes or improvements would you suggest? Do you know of any problems before us to-day or before any other people to-day that are similar to the problems before the people in to-day's lesson? How many propositions of the singular type and of the universal type do you find suggested by the text of to-day's lesson? State such propositions and be able to discuss them in class. That history work can be and will be effectively motivated by asking pupils to answer such questions as these is beyond doubt.

MOTIVATION THROUGH DISCUSSION

The study of history can be motivated also by *substituting discussion for recitation*—discussion which not only shows clearly whether pupils know the facts of the lesson, but also tests whether they really appreciate the facts—discussion that will make pupils do thinking of their own. We have made a huge blunder in assuming that the reciting of historical facts will make those facts significant to the pupil and to the class. Reciting is a deadening process. There is no inspiration in it. Before a member of the class begins to recite every one in it not only knows that he who is going to recite will in all probability not say anything more than the author has already said to every one in the class, but every one also knows that the facts of the lesson will not be recited so well as the author has stated them in the text. Instead of asking pupils to recite the facts of the lesson ask them to answer such questions as: What problems did you find in to-day's lesson? Whose problems were they? Why were they problems? What was done about them? Why was not more done? Who objected to what was attempted? Why? Are there similar problems to-day? What position do you think you would have taken had you been there? Why? Would there be any work for a man to do to-day who possessed ideals similar to those of Julius Cæsar? What are the things in to-day's lesson worth remembering until you are eighty-five years old? What makes a country democratic? What is your relationship to the Government? What good does the Government do you? Has your town, your city, your State, your country, the right to expect anything from you? If each citizen does not do his proper share of thinking and service, what then? If the right sort of laws are not passed, who is to blame? If public money is not rightly spent, who is to blame? Is it the duty of each citizen to know how his representatives vote? Why? What makes a thing right or wrong? What do you think of this? of that? What are your reasons for thinking so?

Recently I asked 147 different pupils whether discussion made their work in history more interesting and more valuable than did reciting. Here are *some* of the answers, almost word for word: "Discussion makes me remember the facts better." "It makes me think." "I can't rely wholly on the text-book." "It develops my reasoning power." "It makes me feel more like a man than reciting does." "Discussion trains the mind to respond quickly." "You have to be more than a parrot in discussion." "It develops the pupil's individuality." "I find I can't discuss a topic unless I know the facts, and hence discussion leads me to know the facts." "Discussion is a lot more interesting than recitation." "It does me a lot of good to hear what my classmates think about the topics we discuss." "It is interesting to watch a teacher conduct a discussion." "I like it because it develops the power to debate." "By discussion you kill two birds with one stone—you learn the facts and then you apply them." "The recitation method adds nothing to one's knowledge, the discussion method does." "It makes the conversation of others more interesting to me when I am out of school, because I know what they are talking about." "Recitation causes the pupil to look upon history as a matter of memory; discussion causes the pupil to reason about the facts of the lesson." "Discussion is very valuable to me because from hearing the point of view of other students I think of and learn many things I should not otherwise think of and learn." "In discussing a topic we do not have to endure the monotony of hearing the same thing over and over again." "It is of value to me because it not only trains me to express my own ideas, but it also gives me a lot of new ideas." "It makes me see why a thing is so." "Discussion makes us apply the things we know." "Discussion puts meaning into the lesson for me." "A pupil does not learn one-half as much by reciting as he does by discussing." "Discussion takes the 'bookishness' out of school work." "There is no sense in learning history just to recite it, but there is sense in studying history when you know you will hear a good discussion on it." "Discussion has taught me the value of learning history." "Discussion leads me to try and interpret history, which is more valuable to me than repeating what an author has said."

MOTIVATION THROUGH THE STUDY OF CURRENT HISTORY

Without the slightest doubt the study of history can best be motivated through the study of current history. In this article current history means history that has been made too recently to be included in the history text-book. No tenable argument can be advanced against the study of current history in schools, while almost countless sound arguments can be advanced in favor of studying it. Almost all of the objections—I was going to say all of the objections, and, as far as I know, the statement would be sound—to the introduction of current history into the school curriculum are offered by those who have never taught current history. Their objections are theoretical and imagined. Will the study of history be motivated through the study of current history? I am sure it will; but, instead of proving by statements of my own that this is so, I am going to let the proof come from those who are studying current history with me. Within the last two weeks I asked the ninety-six juniors and seniors who are studying current history with me the following question: "Does the study of current history make your course in history more interesting and more valuable? If so or not so, give reasons." They did not know before entering the classroom that they were to be asked this question, and I asked them not to write their names on the test paper. *Every one* of them said that the study of current history did make his course in history more interesting and more valuable. Only a portion—a small portion—of what they wrote follows:

"The studying of current history is exceedingly valuable to me because it is the last chapter of the story begun long ago. We should lose the significance of the first part of the story if we did not study the last part." "It makes me realize the importance of the deeds of our forefathers for us to-day." "I look forward to the current history day because it makes the history I have studied before more real to me." "It shows me the value of studying text-book history." "It causes me to compare what is going on to-day with things that have taken place in the past." "It shows wherein progress consists." "A pupil can derive more real good from the study of current history than from any other subject." "It makes the world about me interesting." "It shows me the outcome of past history." "It makes my text-book in history more interesting and more valuable when I go back to it after having studied current history." "It reveals the value of good citizenship and the harm that comes to the country through ignorance and disloyalty." "It leads me to take an interest in what the President and the Congress are doing." "It makes my own country seem more valuable to me." "It makes me eager to know what the outcome of events will be." "I like it because it gives me a chance to apply my knowledge of former history." "It is valuable to me because I am not so embarrassed when in gatherings of intelligent people." "It is valuable because a study of the present helps us to understand the past, and the study of the past helps us to understand the present." "I never tried to think for myself until I began to study current history." "It leads me to think how I would try to solve some of our problems if I were called upon to do so." "Past history is freshened by the study of current history." "To know past history and be ignorant of current history is to live in a world of history dreams." "To study past history and omit the study of current history is like half making a thing and then leaving it." "The study of current history shows the meaning of the struggle of the past." "It is valuable to me because I see now how history is made." "I like to compare our handling of a problem with the way past peoples handled a similar problem." "This shows me whether we have profited by what has gone before." "I never knew before how

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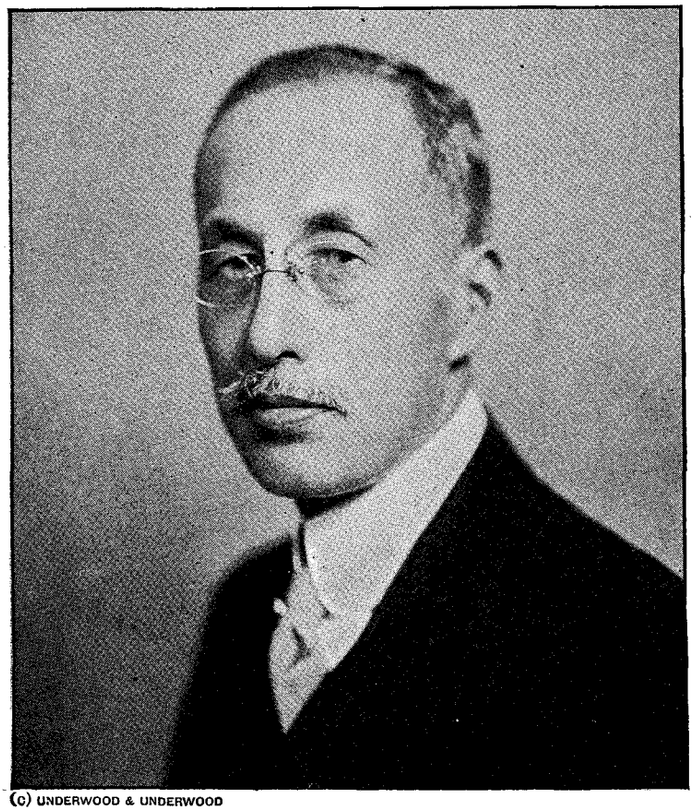

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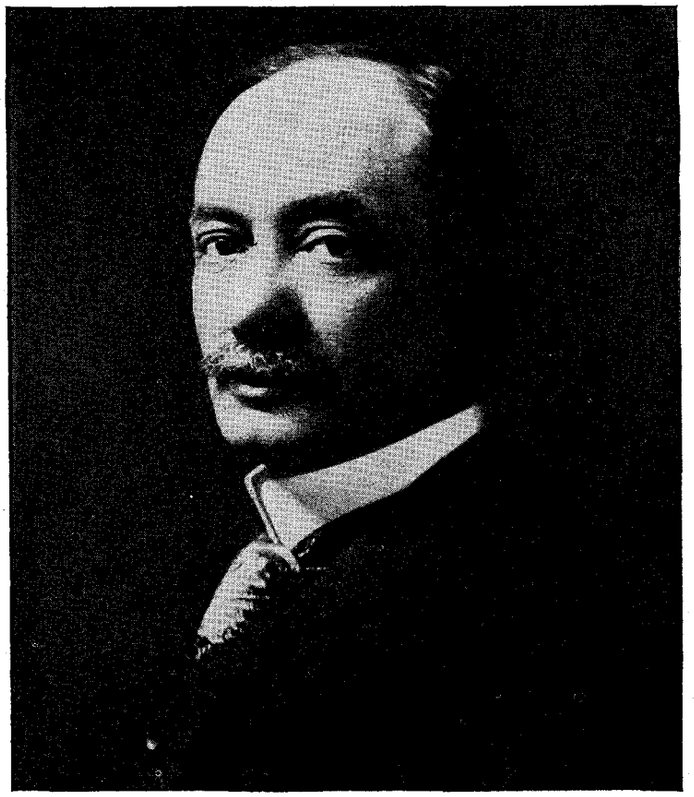
TSUNEJIRO MIYAOKA, OF TOKYO, JAPAN

Mr. Miyaoka, a distinguished jurist of Japan, addressed the American Bar Association at its recent annual meeting at Cleveland. He has occupied many important judicial and diplomatic positions



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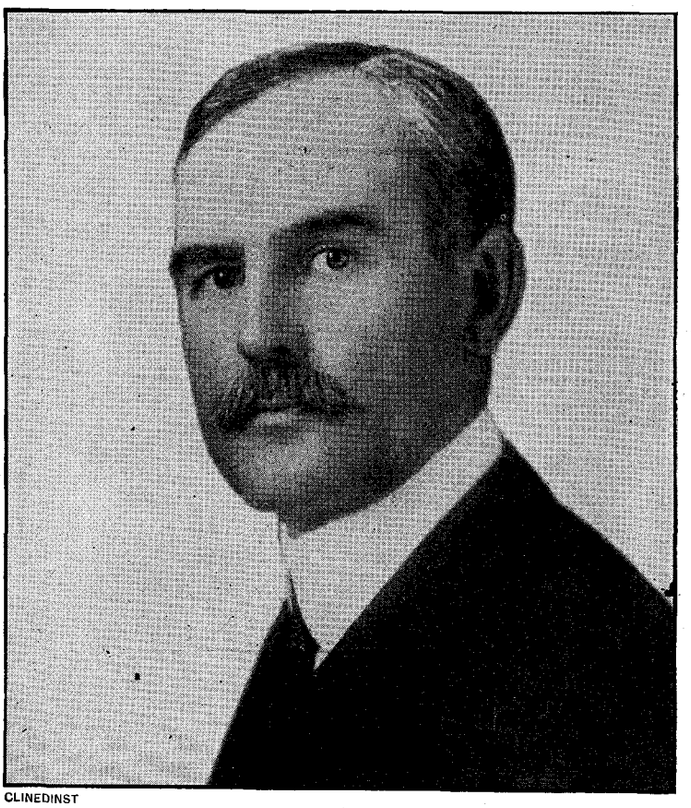
WALTER H. PAGE, LATE OUR AMBASSADOR TO GREAT BRITAIN

Mr. Page has just resigned his important post on account of ill health. He has been Ambassador for five years, serving his country with marked ability during the trying period of the war. See editorial comment

INTERNATIONAL FILM SERVICE

SIR WILLIAM WEIR, GREAT BRITAIN'S NEW APPOINTEE IN HER AIR SERVICE



CLINEDINST

JOHN D. RYAN, AMERICA'S NEW APPOINTEE IN HER AIR SERVICE

The difference in the official position of these two men is a striking one. Sir William Weir is a Minister with a seat in the Cabinet and has an authority with regard to the whole war airplane service of Great Britain like that of Secretary Daniels over our Navy or Secretary Baker over our Army. Mr. Ryan is Second Assistant Secretary of War, and in authority is subordinate to Mr. Baker and in rank to First Assistant Secretary Crowell. His duties are solely concerned with the production of Army airplanes. He has, of course, nothing to do with the Navy airplanes. What the Senate Committee and General Kenly, Chief of Military Aeronautics, have urged is that the United States have a Secretary with a seat in the Cabinet, having charge of all airplanes, with authority and power analogous to that of Sir William Weir

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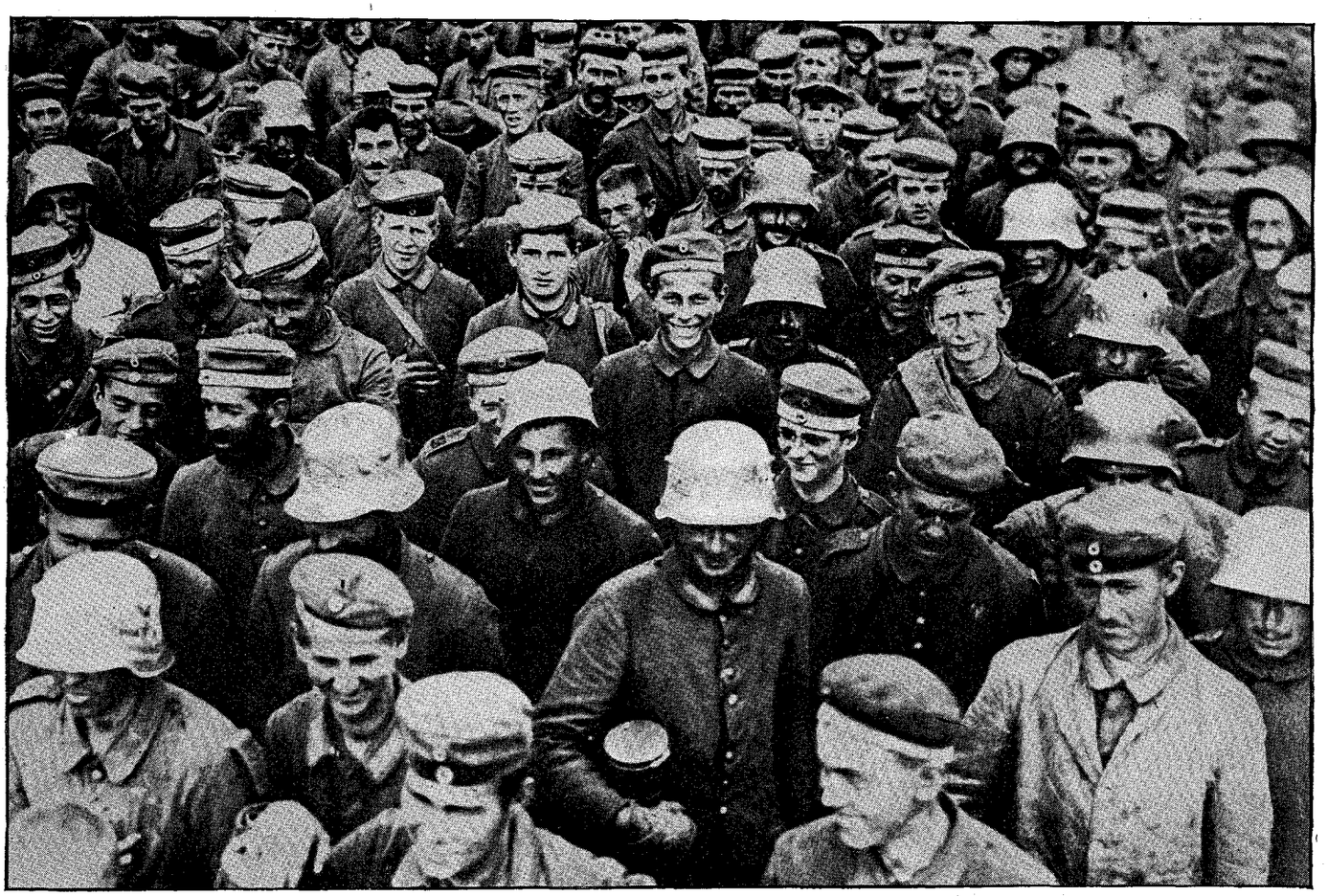
GERMAN STEEL HELMETS THE OWNERS OF WHICH HAVE PAID THE LAST PENALTY



(c) KADEL & HERBERT

GERMAN PRISONERS CAPTURED IN THE GREAT OFFENSIVE

MAKING THE GERMAN ARMIES INEFFECTIVE THROUGH DEATH AND CAPTURE

In the picture at the top of the page it will be noted that most of the helmets have a tell-tale bullet hole. In the other picture many interesting aspects of the German physiognomy may be seen

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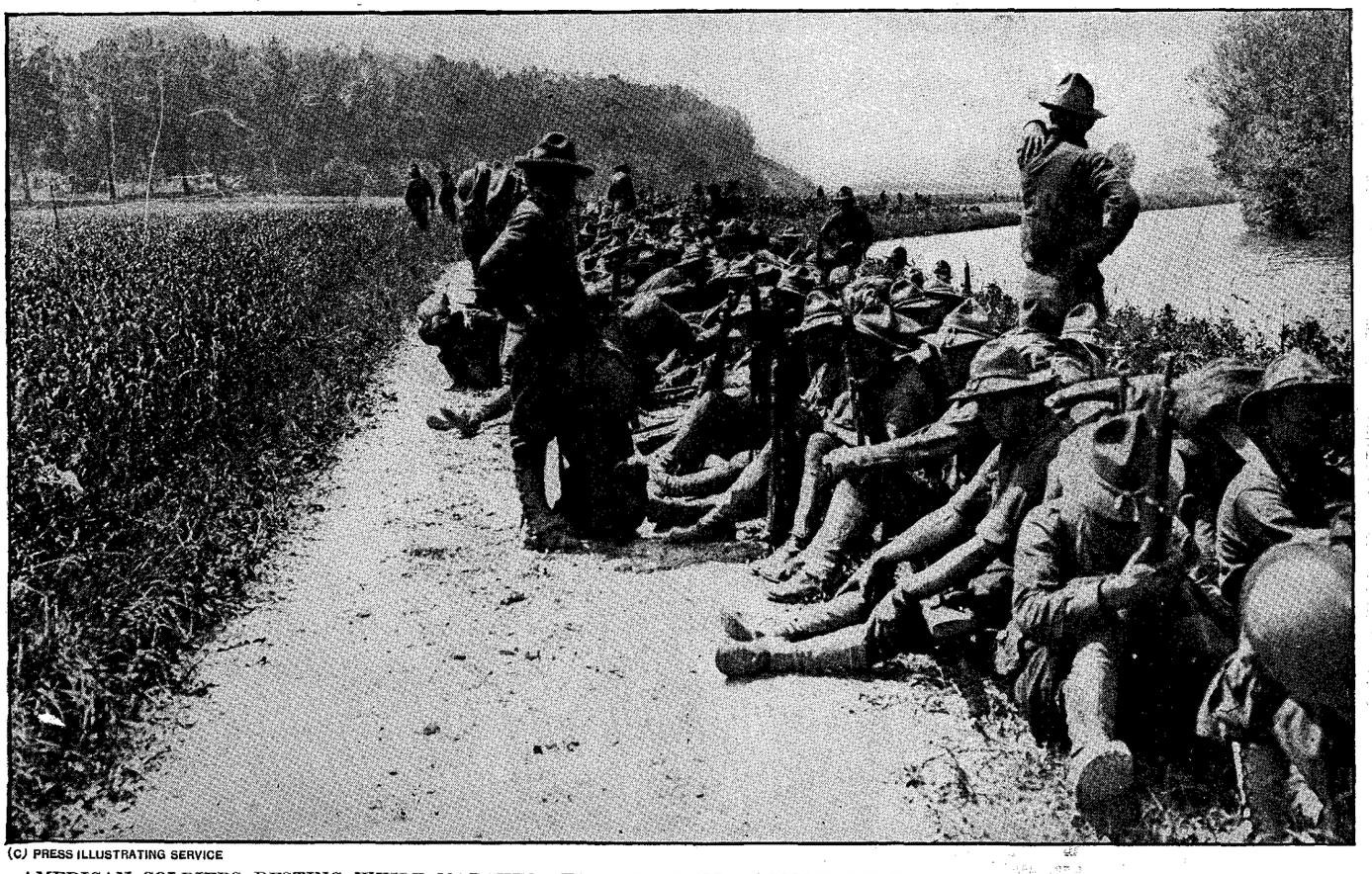

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AMERICAN SOLDIERS RESTING WHILE MARCHING TO THE FRONT—A SCENE DURING THE SECOND BATTLE OF THE MARNE

PRESS ILLUSTRATING SERVICE

AMERICANS MAKING A WOUNDED POILU HAPPY

This French soldier is delighted to get an American cigarette, and no doubt still more delighted to have a friendly word from an American man and an American woman, as shown in the picture. The latter is a member of one of the associations engaged in restoring devastated France

PHOTOGRAPH BY RITCH, FROM UNDERWOOD & UNDERWOOD

MR. AND MRS. ROOSEVELT AND MEMBERS OF THEIR FAMILY

The personality of the ex-President's family is always of interest to the American people. Here are seen, left to right, Captain Archie Roosevelt's young son; Mr. Roosevelt; Mrs. Archie Roosevelt; Richard Derby, Jr.; Mrs. Roosevelt; Edith Derby on the lap of her mother, Ethel Roosevelt Derby

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problems of a country arise." "I see how many of the happenings of to-day have their foundations laid in the past." "It makes history alive to me." "The study of current history makes our own Government and our own problems mean considerable to me." "By it I see the results of the past operating upon the present." "Government and war were never real to me until I studied current history." "History without current history sounds like some fish story or some fairy story." "I think I'll be a better citizen for having studied current history." "I value democracy more when I see how it acts under actual conditions." "The problems of the ancients are more real to me now that I have studied current history." "Study of current history takes the dullness and the unprofitableness out of history work." "It shows me how governments make their reputation." "It makes my penny newspaper more valuable to me." "It has taken a lot of prejudice out of me." "I wish I could take current history four or five times a week, because it makes both the past and the present mean so much more to me." Now what do you think of the study of current history as a means of motivating the study of history?

America has a wonderful public educational system. Our school-houses are well built, and their physical equipment has become better and better. Teachers are better trained and better paid than ever before. The schools perform a real service to the country. All this and much else can be and is freely admitted. Yet many teachers and educators, as well as a multitude of parents and a greater multitude of pupils, are dissatisfied with the results of our educational system. More than that, they believe something is wrong. There is a fundamental difficulty somewhere. Especially does one think so when he realizes that not more than twelve of every one hundred who are registered in the first grade remain in our public schools long enough to receive a high school diploma. We have admirable equipment and improvements. The difficulty does not lie in that direction. The real trouble is that the work done in our schools is not significant to those doing it. They don't see the value, the use, of it, and consequently they take little or no interest in what they are doing. Most of the work is external and foreign to the pupils. *By our selection of subject-matter and by our methods of instruction, both of which were largely determined by men and women long since dead and gone, we assassinate the thirst and the hunger for knowledge and the desire to do things found in all normal young persons.* Before they enter school they are as loquacious as parrots, pestering parent and relative alike with questions. Soon after they enter school most of them are no more eager and restless for knowledge than so many pieces of statuary. The remedy for this condition undoubtedly is in thorough, efficient, and practical motivation of school work, motivation of such a sort as to be the salvation of our education, and therefore of our democracy.

EDUCATION FOR CITIZENSHIP

BY PAUL LEE ELLERBE

AN old man in the mountains above Fort Collins carried wood every day into a hotel. The job was beyond his strength, and a young surveyor who was working near quietly slipped the wood onto his own broad shoulders.

"Now, one of them humans," said the old fellow, "wouldn't 'a' done that." He meant the tourists who filled the hotel, and he suggested the difference that some of us fancy we feel between the East and the West.[1]

At the corner of Chambers Street and City Hall Park the tides of the world wash about New York's Hall of Records building. During May, 1917, 1,358 aliens were naturalized in the Supreme Court there, and 32 in the largest court in the Denver Naturalization District.

Colorado, New Mexico, Utah, Wyoming, and southeastern Idaho—153 counties, 107 bigger than Rhode Island, 76 as large as Delaware, one holding a ranch one-fifth the size of New Jersey. Roads so long and straight and lonely that you can climb into your car, set the throttle, and travel over the earth—you can almost feel the bulge of it—for an hour at a time without touching pedal or lever or doing anything at all except hold the steering-wheel steady, slow up a little, swing around a curve, and do the same thing for another hour. And maybe not a living thing to see all day long but two eagles and a bobcat. A hundred and ten miles and not even a place to buy gasoline! Sand so deep that the ranchmen say the jack-rabbits drown in it! And the austere, eternal mountains, just touched here and there with a scuff of human life.

There are 160 naturalizing courts, and an annual average of ten persons admitted to citizenship in each. Leave out the five largest, and the average is six.

There is time out West for the personal touch. The great stammering black-bearded German-Russian giant who is so overawed by the dread majesty of the law that he can scarcely remember the town of his birth is not petitioner No. 15,724, but Johannes Schneidmiller, whose ranch "corners with" the sheriff's. Johannes is father of the village grocer and is "attached to the principles of the Constitution of the United States and well disposed to the good order and happiness of the same," to the personal knowledge of most of the people in the court-room.

Three thousand nine hundred and forty aliens filed petitions for naturalization in Philadelphia in seven weeks. Some of them had had to wait eighteen months for the chance. May 10, 1915, stands out in Philadelphia's calendar. The new Americans, their wives and children—eighty-five hundred of them—packed the Municipal Convention Hall. The President came from Washington to welcome them, and those who took his simple words as he meant them learned what we stand for from the Nation's best exponent.

No trouble to show the need for a citizenship class in Philadelphia, and supply it. The button is pushed, and off you go.

But in Laramie—where Bill Nye edited the "Boomerang" thirty-eight years ago—we naturalized twelve in 1914, seven in 1915, and ten in 1916, against Philadelphia's 3,450, 6,584, and 2,567. It's a big, bare country up there. Maybe you have seen it from the windows of the Overland Limited—rocks and plains, and plains and rocks, and off to the south a jagged blue line of mountains; all along the tracks snow-guards cleverly set in single file and companies to meet the currents of the wind, and in their lee, when the biting white flakes scud along like smoke, jack-rabbits sheltering.

Two trains met at Orin Junction.

"Is there much snow on the Laramie Plains?" said the Northwestern conductor.

"No, boss," replied the porter, "there ain't. But there's a powerful lot of it passin' through."

Most things pass through the Laramie Plains. But here and there a ranch-house clings sturdily to the rolling prairie, like a lichen growth, and the county somehow contributes its annual average of ten new citizens.

When they are admitted in March and September, nobody comes from afar to welcome them; but there is a gleam of the dream in the eyes of a woman who watches them come in. She has taught nearly all of them. They hold certificates of graduation issued by her, countersigned by the chief naturalization examiner on behalf of the United States, respected by the Court; and they give a very excellent account of themselves.

"If there is one person in this county who wishes to learn," said the Laramie citizenship instructor, "I shall be glad to teach him."

At first there wasn't. There wasn't, in fact, for two months. Then came one, thirty miles overland, on a cayuse, once a week. Another month, and there were five. There is a pretty steady attendance now of six or eight, and not the least of the stars in the crown of the Naturalization Service is the citizenship class of Laramie, Wyoming.

[1] "Humans" is a real word in this sense. A ranchman near Santa Fé couldn't understand why any one would use a "humans" saddle. The Western article was the only thing for any sane rider of a horse.

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It grew slowly, but the Sterling class, in the flat homestead country of eastern Colorado, was born one November afternoon, full panoplied, like Minerva, from the judge's appeal.

He lined up before him in the jury-box eight of that day's applicants who had failed to show an intelligent understanding of the principles of our Government, and won them over by a little straight, earnest talk.

He arranged for a prosperous farmer to call weekly for a neighbor who was too poor to have a wagon of his own; he had his shift changed so that the man who worked for the sugar company could attend; he made one promise to come on the train—persuaded him that it was worth it; and he shamed the laggards out of their inertia.

The whole eight enrolled—all German-Russians. They represent a fair slice of country. The land they own would hold Luxemburg and Montenegro. The city superintendent of schools taught them; but they met in the judge's chambers, and all sorts of people took a hand. The surroundings infected some of them; they became interested in the Federal reporter system and a picture of the Supreme Court, and a very fair beginners' lecture on the rudiments of law resulted.

They caught a glimpse of our scheme of government as something as real as their methods of farm management; as much in the making; as subject to change; and they realized with astonishment that they were parts of it, to make it and to change it with the rest.

Before we find fault with our applicants for citizenship for their lack of interest it would be well for us to try honestly to tell them what the Republic is. Many of them never find out.

An Englishman who did not know sat before a Utah court last summer. He had kept his original ignorance of American institutions rather unusually intact, and his answers to the examiner's questions had demonstrated the fact abundantly.

"I shall not admit you to citizenship now," said the judge. "You must know more than you do. You may return at the next hearing."

"I don't think I will," said the Englishman. "I have wasted enough time on this already. I'm foreman out at the smelter, and half the Austrians and Italians in my gang are citizens. They are naturalized all the time, and some of them don't know anything. If the United States wants that kind and won't take me, I'm through."

An unfortunate way to address a judge appointed by the President for life, set permanently above the reach of common men, all-powerful. The court officials looked to see the lightning strike. They thought the Englishman had earned it.

"My friend," said the judge, earnestly, "you are making a mistake. I am sorry you misunderstand me. It will be better for you and the country if you will learn the things a citizen of the United States ought to know. I shall not dismiss your petition. I hope you will think it over and decide to study."

He did. He employed the principal of a school to teach him, and after he had answered correctly every question that the examiner could think of he stood up like a man and said he had been wrong, and thanked the judge.

"I didn't know what the United States was," he said. "I wouldn't take anything for what I've found out!"

Here a little, there a little. The years stretch themselves into decades, the decades into centuries; the Nation is built like a coral reef.

A little Ford car in the northern Colorado coal-fields does its minute part. If it is standing to-night under an incandescent light in front of the town hall of one of the drab little coal camps, there is a citizenship class inside—one of the State University's steadily lengthening chain—held together by the young man who drives the Ford. Just a few tired miners, usually—hardly enough, sometimes, to call it a class at all—but the work goes on.

At this writing the major part of one of these classes is in jail. They are charged with resisting the Selective Service Act; they would not register and they attempted to dissuade others. Certainly they will not be naturalized; they are not the stuff that makes good citizens. But they are better worth working for, perhaps, than "him that is well." The citizenship instructor is wondering if he cannot get permission to continue his lessons in the jail. Probably he will. He is that kind.

This class of his must be punished, and the law is here to see that it is. But his job is to try to make them understand what America stands for and why we have to fight. *Maybe they don't know.* It is worth something to them to find out—and to us.

In an old building in Denver, at Thirteenth and Welton Streets, is a good public school with a good name—the Denver Opportunity School. In so far as possible, it teaches anybody anything he wants to learn—citizenship, for example, to a class of thirty-five aliens of all ages and conditions, who come four nights a week.

One of his pupils sat on the edge of a chair in the naturalization office and said, with flashing eyes and eloquent hands, "Do you really think he is right, and that after this war maybe my country, too, will be a republic? If I thought we were fighting for *that*—"

He had enlisted, that Austrian. He may be in France now. There are three of his brothers in the other army. How he wanted to feel that he was fighting against them but *for* them, and for Austria! How he leaped at the idea!

We need interpreters. We lead our aliens to citizenship, but it is only men like this instructor who can make them drink of the spirit of it.

There is a kinship between his mind and the minds of the men who made the Declaration of Independence; he feels as they felt. It is aninteresting exhibition of the power and sanity of the idea that underlies that instrument.

No one is there from the mistaken idea that if he would be naturalized attendance is compulsory. Those who wish to obtain the necessary information elsewhere are free to do so; those who stand satisfactorily the preliminary examinations conducted by the Naturalization Service are told that they are sufficiently well informed to pass the tests imposed by the court and need not learn more; but the class is recommended to the attention of them all, and university graduates, high-salaried professional men, engineers, artists, cooks, waiters, and street-sweepers sit there comfortably, side by side, only one citizen of the United States among them—their servant and their teacher. The city furnishes his services, but they are indebted to the spirit of American democracy for his point of view.

It is a good thing to know that if the President and the Vice-President both died the Secretary of State would become President of the United States; that the only real Territories we have are Hawaii, Alaska, Porto Rico, and the District of Columbia; and that Mr. Wilson is the twenty-eighth Executive head of the Nation; but it is much better to catch the feel of the thing, the urge that brought us into being, that makes us great, God helping us, and keeps us going.

When the unbelievable blessing of peace has returned to the tortured earth, it is not likely that a greater drama will be staged for some time than the making of America. And the aliens who came a million a year in 1913 and 1914, 326,000 in 1915, 298,000 in 1916, the straggling few who are coming now, and the inestimable millions of those tides that will set this way after the war, will act some of the leading rôles, have a hand in setting the stage, and a good deal to do with fashioning the play itself. What will they make of America? It will depend upon what America makes of them.

Year in and year out, two-thirds of them do not become naturalized. But children born to them here are citizens of the United States, and, whether we like it or not, those who stay are America. To force citizenship upon them by law cannot benefit us very much, for a perfunctory knowledge that will let them by can be easily acquired by the most vicious, the dullest, and the least interested. It is a pity, therefore, that we haven't succeeded in making them *want* citizenship, in making them feel that it is a privilege worth preparing for. A citizenship survey of the Nation might justify itself; to find out who are aliens and why, and to suggest ways to remove the disability.

But reaching those unnaturalized two-thirds is a big thing that *might* be done; this other smaller work is an established fact. Where there was ignorance, there is knowledge; where there was indifference, there is interest; men who didn't care about us are for us.

And we are for them! Many of us who didn't know them before, who thought that a man who spoke four languages was stupid because he couldn't speak English, have learned in teaching. In expounding America's dream of the brotherhood of man they have come to see it for the first time in its idealistic reality.

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WEEKLY OUTLINE STUDY OF CURRENT HISTORY

BY J. MADISON GATHANY, A.M.

HOPE STREET HIGH SCHOOL, PROVIDENCE, R. I.

Based on The Outlook of September 4, 1918

Each week an Outline Study of Current History based on the preceding number of The Outlook will be printed for the benefit of current events classes, debating clubs, teachers of history and of English, and the like, and for use in the home and by such individual readers as may desire suggestions in the serious study of current history.—THE EDITORS.

[Those who are using the weekly outline should not attempt to cover the whole of an outline in any one lesson or study. Assign for one lesson selected questions, one or two propositions for discussion, and only such words as are found in the material assigned. Or distribute selected questions among different members of the class or group and have them report their findings to all when assembled. Then have all discuss the questions together.]

I—INTERNATIONAL AFFAIRS

A. Topic: The New Draft Ages; A Dictated Peace; The Lusitania Again.
Reference: Pages 5-7.
Questions:

1. In commenting on the new draft ages, The Outlook uses these expressions: "the *decision of the Nation* to increase its man power," and "but Congress, *reflecting the public opinion of the Nation.*" Make clear the fact expressed in the italicized words. 2. Is the Man Power Bill democratic? What is your opinion of the "work or fight" provision? 3. Present several arguments for or against the following: "It is the older men who should be sent to the front last." 4. *Suppose* the young men of eighteen to nineteen would be superfluous in securing General March's three millions. Does it follow that they should not be called out? Discuss. 5. Should a college education for soldiers and sailors be given at Government expense when the war is over? 6. Do you think there is too much legislating in America upon untried experiments? 7. Give two or three reasons for insisting upon each one of Senator Lodge's terms of peace reported on page 6 of The Outlook. 8. What is your opinion of those who think Senator Lodge's terms too harsh, and would ask Germany to what terms she would assent? 9. Discuss the harm of treating with Germany as an equal. 10. To what Senator Lodge said The Outlook adds three statements of its own (page 6). What are they? 11. The Outlook believes that individual German officers and their superiors should be punished for murder or other crimes. Do you think public opinion is with The Outlook? Reasons. Make out a list of Germans who, in your opinion, should be punished for murder. Ought soldiers and officers ever in time of war to murder any one? 12. What principles of international law were involved in the sinking of the Lusitania? 13. For what reasons is Judge Mayer's decision notable? Would you demand any punishment for Germany for sinking the Lusitania? Whom would you deal with in settling this case? Can a Government be punished?

B. Topic: The Airplane Scandal.
Reference: Editorial, pages 10, 11.
Questions:

1. Make a summary of the facts concerning the production of airplanes in America. 2. The Outlook considers the airplane situation "almost scandalous." Others consider it "a scandal," "a crime against the country," "a disgrace," "a National humiliation," "a flagrant nonfeasance," "this disastrous experience." Which of these expressions seem to you to describe the situation most accurately? 3. Where does The Outlook place responsibility "for the collapse of our aircraft programme"? Where do you? On President Wilson? Secretary Baker? On Congress? Public opinion? Where? Discuss, giving reasons. 4. Why, in your opinion, did the former Aircraft Production Board fail to make use of the technical successes of foreign engineers? Why did they give so much weight to the opinions of "inexperienced automobile manufacturers"? Why was there such a lack of system? 5. What would you consider adequate punishment for those *personally* responsible for the aircraft situation as reported by the Senate Committee? 6. Some of The Outlook's readers not only condemned it for its reports months ago on our aircraft failures, but dropped their subscriptions. Some editors have actually tried to make the Senate Committee's report a matter of no condemnation of the Administration. Tell frankly what you think of such readers and editors. 7. Read Major Bishop's "Winged Warfare" (Doran) and Winslow's "With the French Flying Corps" (Scribners).

C. Topic: "Europe's Fateful Hour."
Reference: Pages 26, 27.
Questions:

1. Dr. Abbott believes that democracy has revolutionized the object of life. How does he explain his belief? 2. State and discuss the three motives which Dr. Abbott says "conspired to impel Germany to war." Furnish proof. 3. Answer further than Dr. Abbott does the question raised by Signor Ferrero at the end of this article.

II—PROPOSITIONS FOR DISCUSSION

(These propositions are suggested directly or indirectly by the subject-matter of The Outlook, but not discussed in it.)

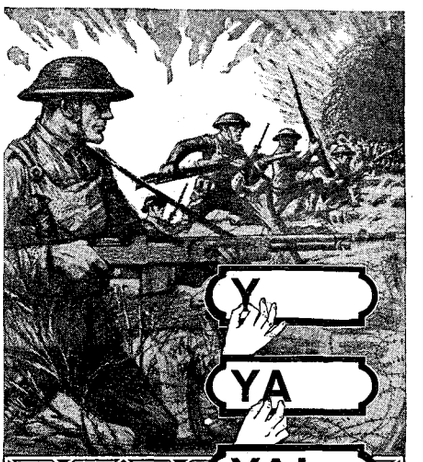
1. The purpose of democracy is to secure justice without sacrificing liberty. 2. No war has been inevitable. 3. The former German colonies should never be returned to her.

III—VOCABULARY BUILDING

(All of the following words and expressions are found in The Outlook for September 4, 1918. Both before and after looking them up in the dictionary or elsewhere, give their meaning *in your own words*. The figures in parentheses refer to pages on which the words may be found.)

Mandatory, duress (5); Italia Irredenta, Poland, hierarchy (6); culture, the post-chaise, ragtime (26), aging, paradox, philosophers, centers of civilization (27).

A booklet suggesting methods of using the Weekly Outline of Current History will be sent on application



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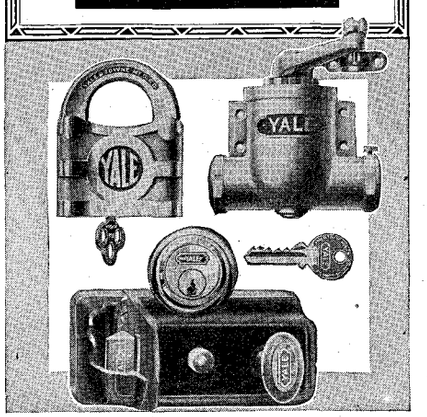

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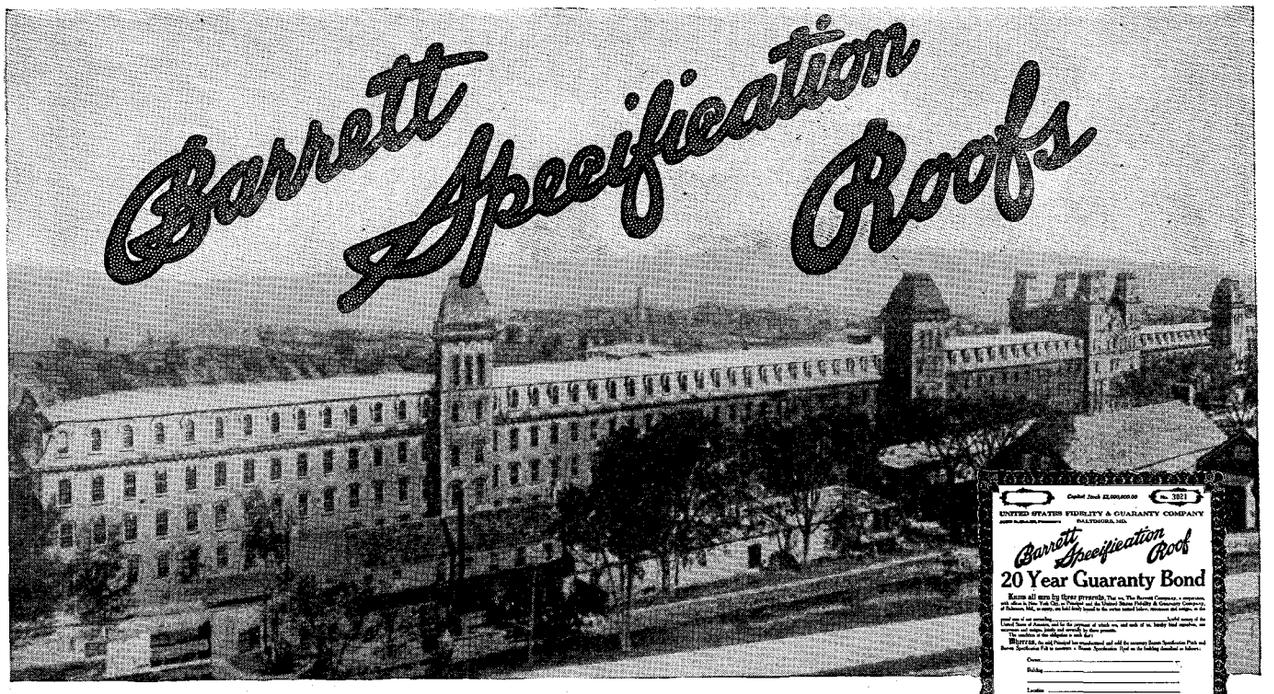

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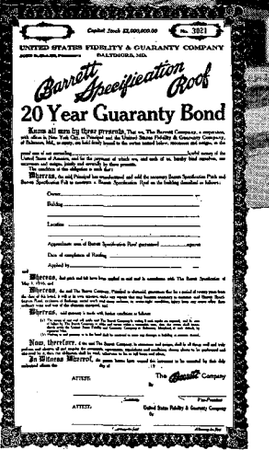
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"Therefore, we decided to reroof our mills with Barrett Specification. The reroofing work is, of course, well on the way to completion and we are pleased to advise that we consider your supervision over the application of great value. We shall be glad to receive expression of your confidence in the roofing in the shape of your Twenty Year Bond.

(Signed) "John A. Perkins, Agent."

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We now offer a 20-Year Surety Bond Guaranty on all Barrett Specification Roofs of fifty squares and over in all towns of 25,000 and over, and in smaller towns where our Inspection Service is available.

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THE NATION'S INDUSTRIAL PROGRESS

Believing that the advance of business is a subject of vital interest and importance, The Outlook will present under the above heading frequent discussions of subjects of industrial and commercial interest. This department will include paragraphs of timely interest and articles of educational value dealing with the industrial upbuilding of the Nation. Comment and suggestions are invited.

THE STORY OF FIREARMS—I

HISTORY is indissolubly connected with the development of offensive weapons for the conquest of wild animals and of enemy races. It has been said that that country is happiest which has the least recorded history—for such a country would inevitably have dwelt in peace for the greatest number of years. So the history of a nation is largely a record of warfare for conquest or defense, and the development of the gun has played a leading part in the making of history.

And this is particularly true of our own country, whose discovery dates from the time that firearms were first coming into general use in Europe. The annals of the early conquest of America by the Spaniards depict the astonishment and terror of the native Indian tribes at the sudden, thunderous death poured upon them by the Spanish musketeers. Pizarro in Peru, Cortez in Mexico, and De Soto in North America all met and overpowered vastly greater forces of natives by the superior advantage of muskets. They came to be regarded by the awestruck Indians as superior beings who could call down the thunder and lightning from heaven at their command.

The prehistoric savage probably fought with his fists and teeth, and bit and scratched like a wild animal when attacked.

"Man's earliest arms were fingers, teeth, and nails,
And stones and fragments from the branching woods."

Then, perhaps, when, wandering through the depths of the forest, he was attacked by a wild beast from which he could not escape or hope to beat off with his bare hands, he might have cast around him for some means of defense and have picked up a large rock and hurled it at the onrushing brute. Stunned by the sudden blow, his attacker might have halted momentarily, and thus allowed the savage to make good his escape. He had discovered that he could strike a harder blow than the blow of his fist, at a greater distance than the length of his arm. And, after all, a modern rifle is simply a mechanical means of striking an enormously hard blow at a great distance.

Prehistoric man and his descendants thus learned to throw missiles and became hunters of game. Next, some genius of the tribe discovered that by placing the stone in the center of his skin girdle, whirling it around his head and then releasing one end, the stone would fly to a much greater distance and with greater speed. Thus the sling became an effective weapon of the chase, and companies of slingmen formed the armies of that day. The sling is frequently mentioned in the Old Testament, and every one is familiar with the story of the valiant David slaying the giant Goliath with his sling and a carefully selected stone from the brook. In early historic times battles were

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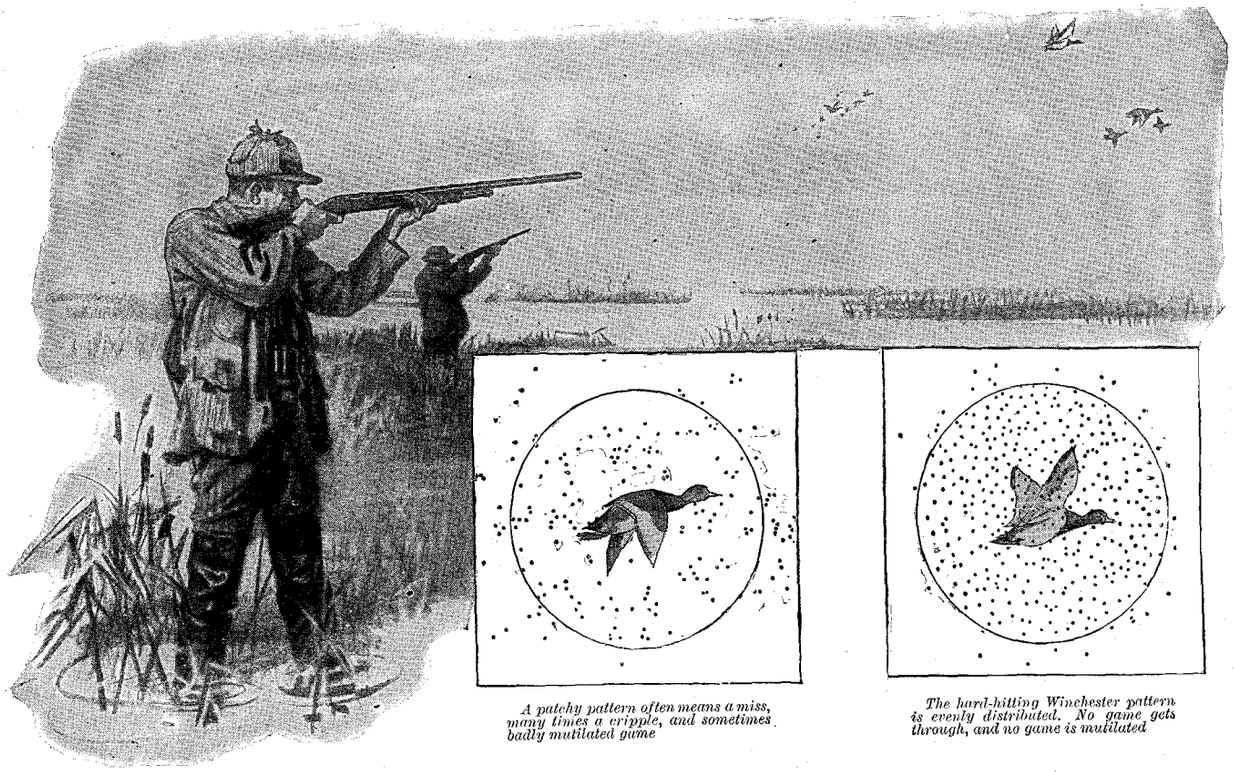

A patchy pattern often means a miss, many times a cripple, and sometimes badly mutilated game

The hard-hitting Winchester pattern is evenly distributed. No game gets through, and no game is mutilated

Is your game getting away because of faulty pattern?

IF there's one thing that spoils a day's hunting, it is a gun that shoots a patchy pattern.

Patchy patterns lead to the mutilating of one bird, and the missing or crippling of the next, at a like distance.

In taking wing-shots at ducks or upland birds, therefore, an even spread of the pellets is essential—not for one shot, or two shots, but for *every shot.*

Try the Winchester Model 12

Shooting its own ammunition, the Winchester Model 12 delivers an even, hard-hitting shot pattern at the range for which its muzzle is constricted. With any kind of skill at pointing, you are bound to get a good bag of unmutilated birds.

The Winchester Model 12 is a light, superbly-balanced shotgun, of graceful design. Pointing it is as easy as pointing your arm. It is simple and sure in operation, and it works smoothly in whatever position it is held.

For those who prefer a hammer action gun, we have designed the Model 97. It is built on lines similar to the Model 12, but has hammer action. As a fowling piece it is exceedingly effective.

An axiom of gun making

Men who know guns realize that the accuracy and durability of a gun depend primarily upon the barrel. To them the quality of the barrel measures the quality of the gun. With Winchester, the barrel *is* the gun. For years this has been an axiom of gun building in the Winchester shops. Through the most unremitting attention to boring, finishing, and testing, Winchester has developed a single standard of barrel quality which prevails in the highest and lowest priced Winchester models.

How the barrel is bored

The barrel of the Winchester Model 12 is bored to micrometer measurements for the pattern it is meant to make. The degree of choke exactly offsets the tendency of the shot to spread. Until its pattern proves up to the Winchester standard, no gun can leave the factory. The nickel steel construction preserves the original accuracy forever.

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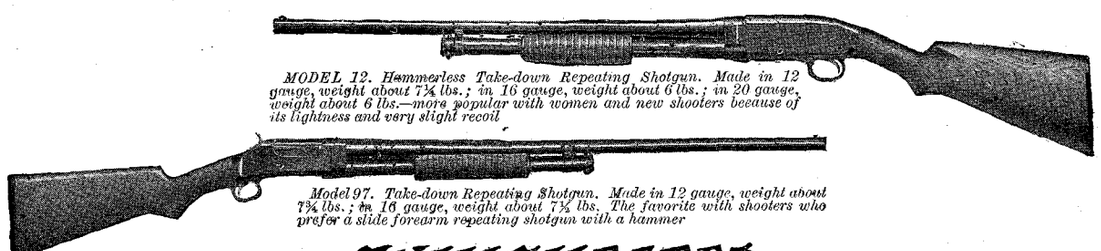

MODEL 12. Hammerless Take-down Repeating Shotgun. Made in 12 gauge, weight about 7¼ lbs.; in 16 gauge, weight about 6 lbs.; in 20 gauge, weight about 6 lbs.—more popular with women and new shooters because of its lightness and very slight recoil

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The Story of Firearms (Continued)

often thus decided by the selection of a champion by each side, who then fought it out while the contending forces played the part of spectators. This same idea was often carried out in the days of chivalry when a knight was selected from each side to meet in mortal combat.

The early races were probably better armed than we imagine. Early Egyptian inscriptions show the skillful use of the sling. Expert slingmen were also found in the Roman army and were called *funditori*. The early Australian aborigine invented the boomerang and throwing-stick for hurling spears. He has made little improvement in these weapons even up to the present day. The use of the sling was almost universal for centuries. Its last appearance for military purposes in Europe, as far as we know, was at the siege of Sancerre in 1572.

The bow was evolved at a little later stage than the sling, and soon became preeminent as a hunting weapon. Armed with the bow and arrow, man became the lord of creation. No longer did he fear the prowling beasts, but went out boldly and hunted the fiercest of them. And so, free to come and go, he was able to spread into various lands and to organize the tribes and nations which at last gave us civilization and history. Soon we find armies made up largely of archers, and the bowman plays a conspicuous part in mediæval history.

The first bows were probably made by thinning down the horns of an ox and joining them at the base. This gives almost the exact form of the classical bow. Grecian bows were originally of horn, and later of wood. The strings were of horsehair or thongs of hide. Arrows were of light wood or reeds tipped with barbed points. Many savage races poisoned the tips of their arrows and spears.

The picturesque bandits and outlaws of Britain, living by the chase, developed the famous English longbow. This bow was a deadly weapon up to a distance of 400 yards. Archers were gradually employed in the English armies, and many famous deeds of the Scottish longbowmen are told by Sir Walter Scott and other writers. The battles of Crécy, Poictiers, and Agincourt were won for the English by the great skill of these longbowmen. Their arrows could pierce armor as well as a musket-ball, and the flower of French chivalry could not withstand the clouds of barbed shafts which did terrible execution.

It is recorded that archers shooting before King Edward VI at considerably over two hundred and twenty yards pierced an oak plank one inch in thickness, several of the arrows passing right through the plank and sticking into the butts at the back. The legends of old England tell of many famous bowmen. We have all delighted in the tales of Robin Hood, Little John, and their merry men displaying their skill with the bow in the depths of the greenwood. Robin Hood is the great sportsman, the incomparable archer, the lover of the greenwood, and of a free, brave, and adventurous life.

Contemporary with the English bow was developed the Continental crossbow or arbalist, a weapon developed from the ancient catapult. The crossbow was looked upon as a most cruel and barbarous weapon, and Pope Innocent III forbade its use among Christian nations, but sanctioned it in fighting against infidels. Richard I introduced the crossbow into the English army against the wish of the Pope; and, being killed a few years later by a shot from one while besieging the castle of Chaluz, his death was considered as a judgment from heaven inflicted upon him for his impious conduct.

The crossbow was another step towards the day of the rifle. The bow was made of steel and was mounted on a wooden frame, one end of which was rested on the shoulder for a brace. The crossbow was very slow and awkward to load, and its range was considerably less than that of the longbow. It was, however, very accurate at a short range. It was probably a crossbow that William Tell employed in the celebrated apple feat attributed to him. The crossbow fired bolts and quarrels and occasionally "fire-arrows," pellets, and stones. Crossbows are still carried by Chinese soldiers in some of the interior provinces.

And now comes the most momentous step in the development of weapons of offense with the discovery of gunpowder and its adaptation to firearms. Gunpowder was known in the East from times of dimmest antiquity. The introduction of an explosive mixture into Europe followed the first Mohammedan invasion. Gunpowder was used at the siege of Constantinople in 668, and the Arabs or Saracens are reported to have used it at the siege of Mecca in 690. In a sea conflict between the Greeks and Pisanians in 1098, the former had fire-tubes fixed at the prows of their boats. But the real discovery of gunpowder in Europe is commonly attributed to two monks, Roger Bacon in England and Berthold Schwartz in Germany. Roger Bacon, while experimenting in his laboratory, discovered the explosive properties of a certain combination of saltpeter. In his writings he recorded the formula of this mixture as the result of his investigations. Berthold Schwartz studied Bacon's works and carried on experiments which resulted in the actual manufacture of gunpowder about 1320. It was soon adopted in Central Europe, but did not appear in England until somewhat later.

The earliest forms of firearms which appeared in Europe were small cannon of forged iron, which shot arrows or stones. Mahomet II possessed a huge cannon at the siege of Constantinople in 1453. It is reported to have been 48 inches in diameter and fired stone bullets of 600 pounds weight. This was a worthy forerunner of the modern German "big Bertha" which has recently been shelling Paris. By the middle of the fifteenth century the production of large cannon became quite common in Germany.

The first small arms were earliest and best developed in Italy and Germany. At first the chief advantage supposed to be possessed by firearms was the terror and confusion caused by their use. Their range and caliber were soon increased, however, and their value for destructive purposes was quickly appreciated.

The first hand gun came into practical use in 1446 and was of very rude construc-

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The Story of Firearms (Continued)

tion. It consisted of a simple iron or brass tube with a touch-hole at the top fixed in a straight wooden stock the end of which passed under the right armpit when the gun was about to be fired. A match was made of cotton or hemp and boiled in a strong solution of saltpeter. A cock or serpentine was fixed in the gun to hold the match, which was brought down to the priming by a trigger, whence the term matchlock. Matchlocks are still in use by the Chinese, Tartars, and Persians.

An early form of hand firearm was the hand cannon or culverin. These were of small bore and were extensively used towards the close of the fifteenth century. The hand culverin required two men to operate it. One man leveled and held the weapon steady during discharge, while his companion applied the priming and the match. These hand cannon were largely used by the Emperor Sigismund in his Roman campaign in 1430, when they created a great sensation. Their accuracy in hitting was small, however, and the trouble of loading was great, while their imperfections were as numerous as those of the gunpowder with which they were fired.

The early matchlocks were very slow-firing and uncertain. English musketeers in the battle of Dunbar, in 1650, experienced great difficulty in retaining their fire because of a dense fog and a heavy rain the night previous, which dampened their matches. In 1638, at Wittenmergen, the musketeers of the Duke of Weimar shot only seven times during the action that lasted from noon till eight o'clock in the evening.

As stated above, the object of the early gunners was to frighten; guns were made expressly for the loud report caused by firing them. Montaigne wrote in 1585, when numerous improvements had been made, that "the effect of firearms apart from the shock caused by the report, to which one does not easily get accustomed," was so insignificant that he hoped they would be discarded.

To add to the terror of the enemy a variety of peculiar firearms were produced. The "Holy Water Sprinkle" was much favored by the English, and had four or more barrels joined and arranged in the same manner as the chamber of a modern revolver. This could be discharged several times at very close range.

The matchlock was a most unsatisfactory weapon—it burned up a good deal of fuse and was hard to keep lighted. So in 1517 the wheel-lock, an improvement on the matchlock, was invented in Nuremberg. In this a notched steel wheel was wound up by a key, like a clock. Flint or pyrite was held against the jagged edge of the wheel by the pressure of the serpentine. You pulled the trigger, then "whir," the wheel revolved, a stream of sparks flew off into the flash-pan, and the gun was discharged.

About 1540 the Spaniards invented a larger and heavier firearm, carrying a ball of ten to the pound, called a musket. This weapon was introduced into England before the middle of the sixteenth century, and soon came into general use throughout Europe.

As a sporting weapon the gun may be said to date from the invention of the wheel-lock, though firearms were used for sporting purposes in Italy, Spain, and Germany in the fifteenth century. In Great Britain little use appears to have been made of firearms for game shooting until the latter half of the seventeenth century, and the arms then used for the purpose were entirely of foreign make.

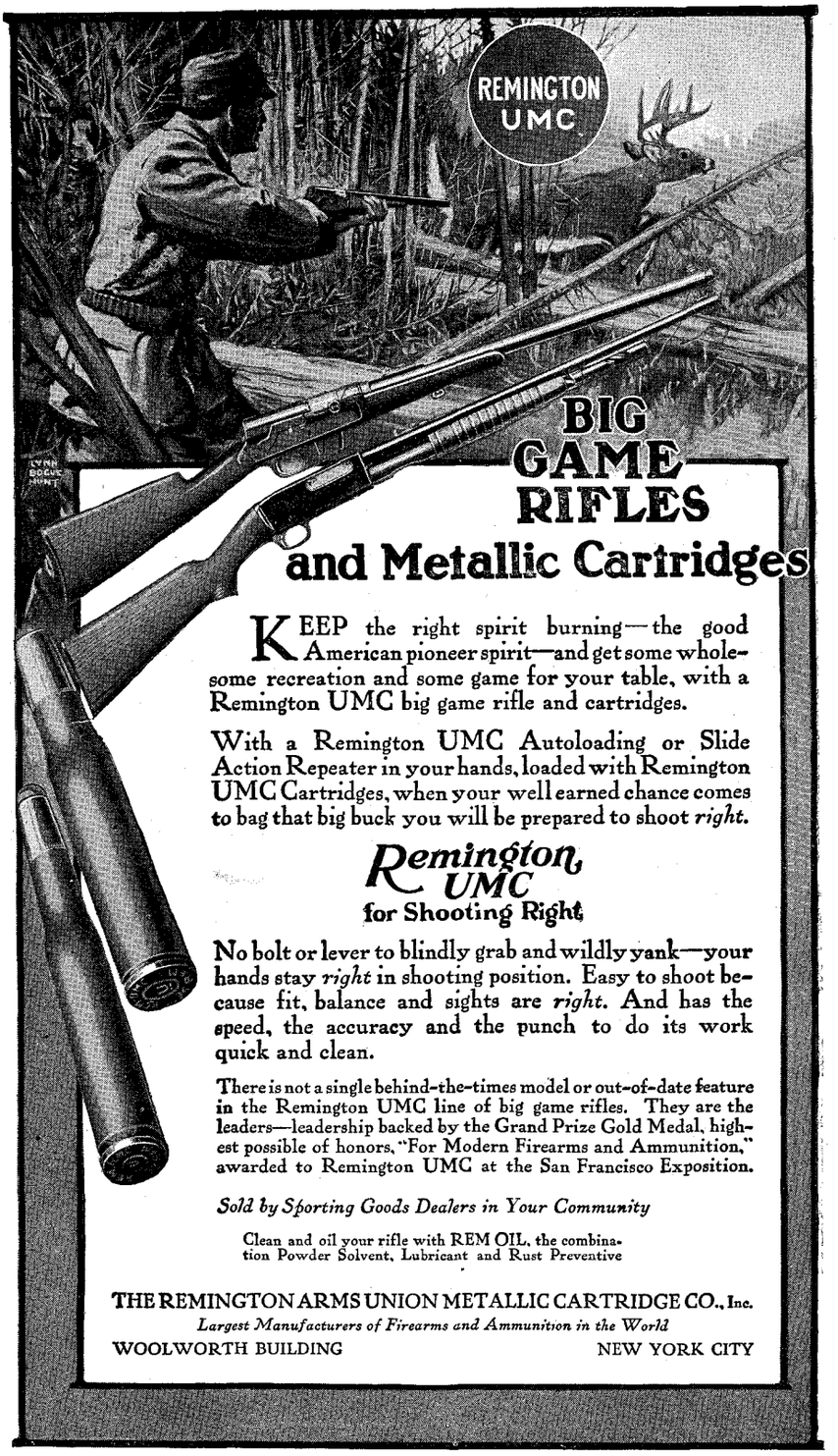
A manufactory for sporting arms was in existence in St. Etienne, France, early in the sixteenth century. An Italian sporting work published in 1669 informs us that the art of shooting on the wing was first practiced in Italy about 1580.

About 1635 the modern firelock or flintlock was invented. A flake of flint was fastened to the cock and when the trigger was pulled it snapped against a steel plate. This struck off sparks, which fell into the flash-pan and fired the charge. The matchlock gradually gave way to the flintlock, which was the weapon of Marlborough's and Wellington's armies. This was the famous "Brown Bess" of the British army. The highest development of the flintlock is found in the fowling-pieces of the end of the eighteenth and beginning of the nineteenth centuries, particularly those made by Joseph Manton, the celebrated English gunsmith and inventor. The flintlock remained in use in the British army until 1840.

(This article will be concluded in next week's issue of The Outlook)

Among other sources we are indebted to the following for information embodied in this article:

The Winchester Repeating Arms Co.
The Remington Arms Union Metallic Cartridge Co.
Colt's Patent Firearms Co.
"The Gun and Its Development," by W. W. Greener.
Articles in "The American Shooter."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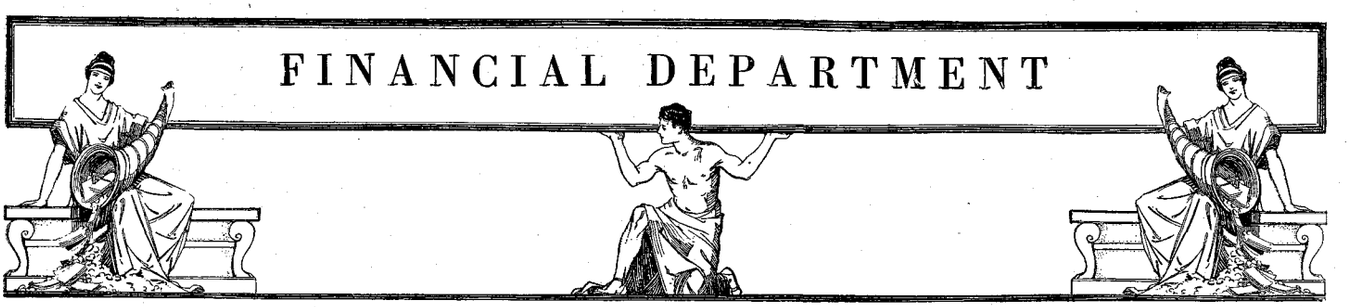

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A REORGANIZED RAILWAY

THE RESULTS OF REORGANIZATION FROM AN INVESTOR'S STANDPOINT

IT is a popular fallacy that the securities of a railway that has been through receivership and subsequent reorganization are to be viewed askance, or even let severely alone.

Mr. Stuart Daggett, in his very human book "Railroad Reorganization," by way of definition, says, in effect, the term reorganization is used to denote the exchange of securities for the principal of outstanding, unmatured general mortgage bonds, or for at least fifty per cent of the unmatured junior mortgage bonds of any company, or for the whole of the capital stock. This exchange of securities must take place upon a considerable scale. Small readjustments may involve valuations of specific bits of property, but they do not require that comprehensive survey of the relations of all parts of the system to each other which distinguishes the general reorganization.

While a reorganization is often tedious, expensive, and detrimental to the business interests of the corporation, if thoroughly done, it generally brings the best results. Many of the railway systems which we now look upon as the strongest in the country—for example, the Atchison, Union Pacific, and Northern Pacific—have been through such a reorganization to their benefit.

The typical railway reorganization follows the failure of the road to meet the interest on its outstanding obligations. Whatever the immediate reasons for this, there are two fundamental causes. First, the latitude which railways have been allowed in capitalization; witness the Erie's increase of its per mile capitalization from upwards of $80,000 in 1864 to some $117,000 in 1872 without a corresponding property increase. The second is excessive competition. The detrimental effect of this has in the past made itself felt somewhat in rate cutting, pursued often to a point below cost, but chiefly through the ill-considered acquisition of new lines.

The difficulties of the St. Louis and San Francisco Railroad Company, resulting in its reorganization in 1916, furnish a striking illustration. The road had embarked upon an extensive programme of expansion. Its purchases and construction of such properties as the New Orleans, Texas, and Mexico, the business of which proved to be of practically no value, was the real cause for the default in interest payments on the funded debt.

The reorganization plan finally adopted was one proposed by Frederick Strauss, of J. & W. Seligman & Co., acting with representatives of the holders of the refunding mortgage bonds, general lien 5s and others. By this reorganization the capitalization was reduced by nearly thirteen per cent and the fixed charges from nearly fifteen million to a little over nine million dollars. Ample provision was made for future working capital.

The success of this interesting reorganization is shown by the increased earning capacity since possessed by the company. Announcement was recently made in the newspapers that the directors of the new company—the St. Louis-San Francisco Railway—are expected to meet soon after the signing of the Government railway contract to act on the 1918 interest declaration on the income mortgage 6 per cent bonds, Series "A," due July 1, 1960. These bonds were issued in the reorganization to the amount of $35,192,000. Interest on them is payable annually. On October 1, 1917, full 6 per cent interest was paid. In that year, after allowing for fixed charges, 6 per cent interest on income bonds, and 6 per cent on preferred stock, the balance of earnings available for common stock was equal to $4.75 a share.

If a railway reorganization proves to be a thorough house-cleaning and the new company is furnished with sufficient funds to carry on business, there is no reason why tts securities should not be sound. Of course a purchase of a share in the equity, good will, and earning power of such a railway, represented by its stocks, is purely a speculation, although experience shows them to have been generally profitable. On the other hand, its bonds, being usually a consolidated and reduced funded debt, represent the best results of the reorganization. Indeed, they are frequently to be preferred to bonds of a road to which no stigma of receivership attaches.

QUESTION AND ANSWER

Q. I have come into possession of stock on the face of which it is stated to be full-paid and non-assessable. Being unversed in financial matters, I will greatly appreciate an explanation of this phrase. Also, I have been offered water bonds of the city and county of Denver, which I understand are a new issue. Can you give me your opinion of them?

A. The phrase "full-paid and non-assessable" means that in the case of failure the holders of stock so classified cannot be legally compelled to make further payment.

This has a bearing on the article on railway reorganization published on this page. If the first-mortgage issue of a corporation be foreclosed and the first-mortgage holders take the property for themselves, the stockholders and holders of junior bonds lose their interest in the corporation unless willing to contribute more or less heavily to the new capital required. In this way full-paid and non-assessable stock may be assessed, although only with the stockholder's consent, for he has the option of giving up his interest and taking the loss.

The water bonds to which you refer are the general obligations of the city and county of Denver. The proceeds are to be used to buy the plant and distributing system of the Denver Union Water Company, at a price of $13,970,000. The bankers interested in the selling syndicate state that the net earnings of the water company are sufficient for the payment of interest and sinking funds on the total debt of the city, and that the net bonded debt of Denver is less than one-eighth of one per cent of the assessed valuation. In buying municipal bonds it is always advisable to secure a copy of the legal opinion. Such an opinion does not in any way guarantee the value of the security, but is the report of a competent lawyer to the effect that, after examination into the details of the issuance of the securities, he believes that it has conformed with all the legal requirements and that the bonds so issued are valid obligations of the debtor.

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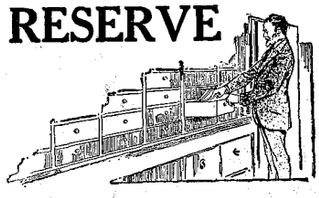

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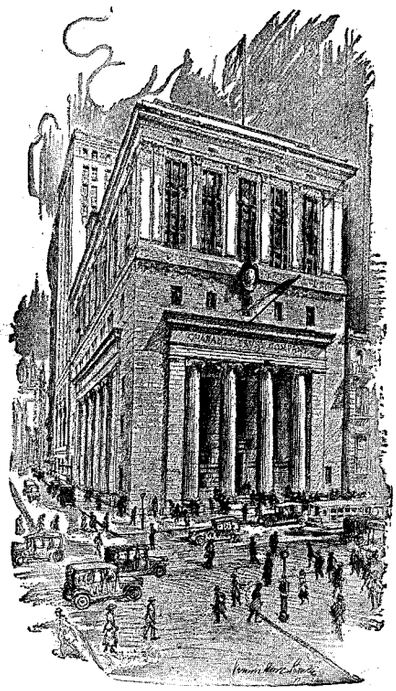

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BY THE WAY

A New York City paper prints the following request on the part of Macy's department store: "The War Department asks for peach stones. Peach stones have a valuable and important war use. Whether the number of peaches you use is large or small, please save the stones. They may be left at the Liberty Peach Stone Barrel, Broadway near our 35th Street entrance, where they are being collected for Uncle Sam. The stones must be dry."

A subscriber writes: "My mother, Mrs. Rebecca E. Butler, living near Ellabell, Georgia, who will be eighty-nine years old if she lives until the fifteenth day of next February, has the following living descendants: Children, 10; grandchildren, 86; great-grandchildren, 135; great-great-grandchildren, 27; total, 258. Does Colonel Roosevelt, one of your former editors, who is a believer in large families, know of any family that can excel this record?"

The above paragraph speaks well for Georgia, but from another angle the palm in the matter of fecundity is claimed by a Pennsylvania town, as the following despatch to a daily paper shows:

Hatfield High School, Montgomery County, claims the distinction of being the only high school in the country to graduate a class in which there were triplets. The girls, sixteen years of age, are daughters of Mr. and Mrs. E. K. Swartley. It is difficult to tell the girls apart.

"How many ships are you going to get into the water this year?" Mr. Charles M. Schwab asked Admiral Bowles at the Hog Island yards, as reported in "The World's Work." "Our programme calls for thirty-one, but we are going to try for forty-eight," was the reply. "Make it fifty and I'll see that you get the best Jersey cow in America," said Mr. Schwab. Admiral Bowles has a dairy farm and Mr. Schwab knew it. "I'm going to begin picking out that cow right away," retorted the Admiral, "and when I get her I'll lead her through the yards here so all the boys can see her."

An English clergyman, according to the "Presbyterian Advance," was grieved to find his services for men poorly attended. He expressed his regret to the verger. "I really think they ought to come," he said, sadly. "That's just what I've said to them over an' over again," said the verger, consolingly. "I says to 'em, 'Look at me,' I says; 'look at me! I goes to all them services,' I says, 'an' wot 'arm does they do me?'"

In "A Calendar of Leading Experiments," by W. S. Franklin and Barry MacNutt, some amusing experiments are interspersed with serious ones. Two of the former are these: 1. Arrange a phonograph so that it can be driven forwards or backwards at will and reverse a familiar melody like "Yankee Doodle." 2. Spin a hard-boiled egg on its side; it will quickly stand up on one end.

Among "Napoleon's Maxims," as summarized in "Leadership and Military Training," by Colonel L. C. Andrews, is this advice, which has its bearing on present war developments: "A passive defense is deadly, and does not win battles. Aggressive action is safer, and more prolific of victory. Troops that have the initiative hold the advantage point. They force the others to play their game."

The wonderful collection of old masters in the Hermitage, the Imperial art gallery of Petrograd, has ceased to exist, according to press despatches. Thus the Bolsheviki

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By the Way (Continued)

have another sin laid at their doors. They permitted German agents posing as Swedes and Norwegians to buy the pictures for trifling sums and carry them off to the home of *Kultur*. When the day of restitution comes, these paintings must be put on the list of things to be accounted for.

Josh Billings, the humorist, was not appreciated when he offered his first contribution to a paper in his home town, according to a correspondent of the "Christian Register" who was personally acquainted with him. He then concluded to follow Artemus Ward's example and misspell his articles so as to attract attention. "In this absurd shape," he said, "I sent one of my unfortunate productions to the 'New York Weekly.' I soon got a letter accepting my manuscript and asking me for more. In time I was under a big salary not to write for any other paper." One of Josh Billings's eccentricities described was his "Lecture on Milk." In this lecture he never said a word about milk, but a glassful of that liquid stood on his desk while he talked and was occasionally sipped by him as he spoke. As milk was his support while he talked, rather than water or something stronger, his lecture was in truth given "on milk."

In these days when the maid-servant has departed to the munition works or the hospital no right-minded man will object to sharing the household tasks with his wife, at least to the extent of wiping the dishes. If there be any recalcitrants, this passage of the Bible may be read to them. Incidentally it indicates the masculine procedure in the art of dish-wiping according to the Hebrews: "I will wipe Jerusalem as a man wipeth a dish, wiping it, and turning it upside down." (2 Kings xxi. 13.)

If a despatch from Ocate, New Mexico, is correct, that place has the honor of harboring the youngest old man in the country. "Matt Crosby," it reads, "is the oldest cowboy in the United States. Recently he celebrated his ninety-first birthday by breaking in a young horse just off the range, and followed this by roping and tying a three-year-old steer in a little more than four minutes."

The example of spryness quoted above should be encouraging to nonagenarians. Others who look askance at the doctrine attributed (erroneously, by the way) to Dr. Osler, that a man's usefulness ceases at forty, may take heart at another newspaper item, to the effect that James Douglas, a New Yorker who died recently leaving an estate valued at $20,000,000, stated in his will that this vast fortune was accumulated after he had arrived at the age of forty.

A German who has become a thorough American, Charles F. Heartman, of New York City, has published a leaflet in which he says: "I am only seven years in this country. The most glorious moment of my life was when the postman handed me that long white envelope that I knew contained my naturalization papers. I immigrated to this country as a political refugee. . . . Germans may come here because they are dissatisfied with German laws or because of the hated militarism. But when they come, let them be cut off from German influence, from a German press, from a German club, and you will see them getting acquainted with American ideals. For me the German press and a large number of German clubs are of poisonous consequences. . . . I am in favor of the suppression of the German press."

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Address: ADVERTISING DEPARTMENT, THE OUTLOOK, 381 FOURTH AVENUE, NEW YORK CITY

Apartments

WANTED In New York City, from about the middle of October for 5 or 6 months, a moderate-priced unfurnished apartment (for 3 adults) of 4 or 5 rooms, kitchen and bath. The neighborhood of Washington Square or Gramercy Park preferred. 9,087, Outlook.

Hotels and Resorts

CONNECTICUT

INTERLAKEN INN Lakeville, Conn.
Between two lakes; fishing, bathing, golf, tennis; excellent table. Write Manager.

The Wayside Inn
New Milford, Litchfield Co., Conn.
In the foothills of the Berkshires. Open all the year. An ideal place for your summer's rest. 2 hours from New York. Write for booklet.
Mrs. J. E. CASTLE, Proprietor.

Owner of a delightful country house offers accommodations to two or three refined people who desire a quiet, restful home for the fall; modern conveniences, hot water heat, hearth fires; beautiful motoring country. References exchanged. Address Senirahtak Farm, Southbury, Conn.

MASSACHUSETTS

HOTEL PURITAN
Commonwealth Ave. Boston
THE DISTINCTIVE BOSTON HOUSE
Globe Trotters call the Puritan one of the most homelike hotels in the world. Your inquiries gladly answered and our booklet mailed.
O'T-Costello Mgr.

If You Are Tired or Not Feeling Well you cannot find a more comfortable place in New England than

THE WELDON HOTEL
GREENFIELD, MASS.
It affords all the comforts of home without extravagance.

MARBLEHEAD, MASS.
The Leslie
A quiet, cozy little house by the sea
Private Baths. Descriptive Booklet. September Rates.

NEW YORK

THERE is a place where you can find the very essence of the Autumn—where the air is live and good to breathe, where the first light frosts are touching wooded hills and fat harvest fields with glorious color, where the moon seems larger and the stars seem brighter. That place is

Meredith Inn
In the Catskills

The Inn has an old-fashioned, homelike air, but is thoroughly modern in appointments. There are private suites and sleeping porches, modern plumbing, showers as well as tubs, electric lights and steam heat when needed. There is a cheerful dining-room and a most comfortable living-room with log-fireplace. There are bowling alleys and billiard tables in the Casino, a tennis court on the lawn and a livery of Pierce Arrows for the convenience and pleasure of guests. You will like Meredith Inn. It is time now to make Fall reservations.
Address Meredith Inn, Meredith, Delaware County, N. Y.

GOLDTHWAITE INN and COTTAGES, on GREAT SOUTH BAY, BELLPORT, L. I. Lloyd Cottage open all year. Ideal weather on Long Island September, October, and November. Golf, tennis, sailing, bathing, motoring.

Hotels and Resorts

NEW YORK CITY

Hotel Le Marquis
31st Street & Fifth Avenue
New York

Combines every convenience and home comfort, and commends itself to people of refinement wishing to live on American Plan and be within easy reach of social and dramatic centers.

Room and bath $3.50 per day with meals, or $2.00 per day without meals.

Illustrated Booklet gladly sent upon request. JOHN P. TOLSON.

HOTEL JUDSON 53 Washington Square
adjoining Judson Memorial Church. Rooms with and without bath. Rates $2.50 per day, including meals. Special rates for two weeks or more. Location very central. Convenient to all elevated and street car lines.

STOP AT
HOTEL BOSSERT
on aristocratic Brooklyn Heights
and enjoy the advantages of
THE MARINE ROOF
the most famous roof in America. Dine 300 feet in the air, with a panographic view of New York Harbor stretching before you for a distance of 10 miles. Dancing if you like. Write for booklet B.
Montague, Hicks, and Remsen Streets, Brooklyn

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PINE RIDGE CAMP AIKEN, S. C.
Ideal for outdoor life in winter. Main house and individual cabins. Certified city water. Northern cooking. Rates moderate. Write Miss GEORGIA E. CROCKER or Miss MARY E. SANBORN, Aiken, S. C.

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THE GLEN SPRINGS
WATKINS, N. Y. On Seneca Lake
WM. E. LEFFINGWELL, Pres.
A MINERAL SPRINGS HEALTH RESORT AND HOTEL
The only place in this country where the Nauheim Baths for Heart and Circulatory Disorders are given with a Natural Calcium Chloride Brine.
The Pioneer American "Cure" for Heart Disorders
The treatments, under the direction of physicians, are particularly adapted to Heart Disease, Circulatory, Kidney, Nutritional and Nervous Disorders, Rheumatism, Gout and Obesity.
All sports and recreations. FINE GOLF.
Send for Illustrated Booklets

Crest View Sanatorium
Greenwich, Ct. First-class in all respects, home comforts. H. M. HITCHCOCK, M.D.

"INTERPINES"
Beautiful, quiet, restful and homelike. Over 26 years of successful work. Thorough, reliable, dependable and ethical. Every comfort and convenience. Accommodations of superior quality. Disorder of the nervous system a specialty. Fred. W. Seward, Sr., M.D., Fred. W. Seward, Jr., M.D., Goshen, N. Y.

Health Resorts

LINDEN The Ideal Place for Sick People to Get Well
Doylestown, Pa. An institution devoted to the personal study and specialized treatment of the invalid. Massage, Electricity, Hydrotherapy. Apply for circular to ROBERT LIPPINCOTT WALTER, M.D. (late of The Walter Sanitarium)

Dr. Reeves' Sanitarium
A Private Home for chronic, nervous, and mental patients. Also elderly people requiring care. Harriet E. Reeves, M.D., Melrose, Mass.

Real Estate

FLORIDA

Small Orange Grove
500 trees, 11 acres land, 375 feet fronting on Indian River, Merritts Island. Five-room cottage, packing and boat house. Price $10,500; terms. Grove will pay 10% on investment.
BODIFIELD, Merritt, Florida.

NEW HAMPSHIRE

FOR RENT Sugar Hill, New Hampshire Furnished cottage for September and October. Rent $150, including wood and ice. WM. E. SATCHELL, Owner, Sugar Hill, N. H.

FOR RENT
Next 2 or 3 seasons, unusual summer place in
TAMWORTH, N. H.
Location in mountains, glorious and secluded. Elev. 1,000 ft., view unexcelled in N. H. 140 a. land; neighbors of culture and distinction. Furnished for household of 16. Swimming, best tennis, sleeping porches, two baths, private electricity, garage, barn, pastures, fruit. Dependable man and wife who know place available for work. Pictures and full description on request. Per season, $1,200. **See it this season.** Also near-by cottage for 6, furnished, season $175. C. G. HOAG, Franklin Bank Bldg., Philadelphia.

SOUTH CAROLINA

FOR SALE—Charleston, S. C., leading South Atlantic port and winter tourist resort, large, handsome modern residence, furnace heated, on Charleston's fashionable boulevard, fronting on beautiful Ashley River. Most desirable Southern winter home. Susan P. Frost, 9 Broad St., Charleston, S. C.

TENNESSEE

MOUNTAIN HOME
FOR SALE—in East Tennessee
Home of retired physician, 80 acres, covering mountain top overlooking town and river; 1,500 feet above sea level. Ideal climate all the year round. Well planted to fruit and flowers; 2 barns, hennery, gardens and farm land. Good mountain road available for small cars. Comfortable house with large living-room, big fireplace, hot-water heat, telephone, electric lights, electric pump, modern plumbing. Wood on place. Address
JOHN A. ROCKWELL, Box 222, Harriman, Tenn.

BUSINESS OPPORTUNITIES

IF you want a milder climate and a small store in a beautiful Southland village, address J. G. Gardner, Ormond, Florida.

HELP WANTED

Business Situations

BOOKKEEPER wanted for settlement *school doing important reconstruction work* in southern Appalachians. Technical knowledge and enthusiasm for service in war emergency required. 6,224, Outlook.

HELP WANTED

Business Situations

EMBROIDERERS on infants' silks and flannels. Work sent out of town. The R. R. Barringer Co., 29 East 21st St., New York City.

HELP WANTED, MALE. An exceptional opportunity is offered to a couple of boys between 16 and 18 years of age, Christians, who desire to start on a business career with a well-known wholesale house in New York. Splendid chances for advancement. Must be neat, gentlemanly, and full of pep. Ask for Mr. Whitcomb, care Cheney Brothers, 215 Fourth Ave., N. Y., between 1 and 4 P.M.

Companions and Domestic Helpers

WANTED — Competent woman to take charge of boy six years old. New York and Chicago. $40 a month. Permanent place. *Good home.* Address Mrs. McDoel, Peckett's, Franconia, N. H.

WANTED, about September 17, refined young woman with exceptional references as governess or mother's helper for three boys of ten, seven, and five years. Residence in East Orange, N. J. 6,220, Outlook.

MOTHER'S helper, non-German young lady of education, refinement, and character, wanted. Children seven, five, and two years old. Christian family. Best of home conditions. 6,219, Outlook.

WANTED—Trained baby's nurse immediately. 6,215, Outlook.

Teachers and Governesses

WANTED—Competent teachers for public and private schools and colleges. Send for bulletin. Albany Teachers' Agency, Albany, N.Y.

GOVERNESSES, matrons, mothers' helpers, cafeteria managers, dietitians. Miss Richards, 537 Howard Building, Providence.

Boston, 16 Jackson Hall, Trinity Court, Thursdays, 11 to 1.

NURSERY governess, Protestant, for children three, eight, and eleven, in Cleveland. Must be good nurse. Would like French, German, and kindergarten training. Long engagement and advancement for efficiency. References required. 6,210, Outlook.

HOPKINS' Educational Agency, 507 Fifth Ave. Governesses, nurses; housekeepers, families, schools, institutions; secretaries, companions, attendants.

YOUNG woman of refinement, some experience kindergarten or practical, take charge, including physical care, two boys four and six. Best references. Protestant. Permanent position. Mrs. E. G. Breese, Plainfield, N. J.

WANTED—Governess for three young children to go to North Carolina for the winter. 6,222, Outlook.

WANTED—Capable teacher for three girls, ages nine to thirteen. French, music, Latin. College graduate preferred. 6,221, Outlook.

SITUATIONS WANTED

Companions and Domestic Helpers

EXPERIENCED dietitian-housekeeper wishes position in small boarding school, club, or private family. Interested in keeping household expenses down. References exchanged. Address G., 94 Cottage St., New Haven, Conn.

YOUNG woman, college graduate, wishes to go to southern California after October 1 as ladies' attendant. No compensation other than expenses. References exchanged. 6,195, Outlook.

COLLEGE woman desires institutional position—cafeteria, hospital, or dormitory. 6,217, Outlook.

Teachers and Governesses

RELIABLE nursery governess, teacher pianoforte music. Capable entire charge children. English nationality. References. 6,211, Outlook.

MISCELLANEOUS

PATRIOTISM by Lyman Abbott, also 4 verses of America—The Pledge to the Flag—2 verses of The Star-Spangled Banner, all in a little leaflet. *Further the cause of Patriotism* by distributing in your letters, in pay envelopes, in schools, churches, clubs, and social gatherings. 200 sent prepaid for 30 cents. Arthur M. Morse, Montclair, N. J.

THERE is more speed in that scientific Vitesse, the simplest shorthand; without positions, shading, or abstruse alphabet. Typewritable. Outline 25 cents (silver). Correspondence lessons. Samuel Walcott, Salem, Mass.

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